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ABSTRACT

The San Francisco Unified School District compensatory education program for the school year 1968-69 offered services to low income students (pre-kindergarten through high school) in both public and non public schools. This evaluation report provides information on the effects of the pre-kindergarten, elementary, secondary, non public school, bilingual, in-service staff training, and summer reading components of the program. Student records, questionnaires, interviews, and standardized tests provided data for evaluation. Performance on standardized tests showed marked improvement for all students involved in the program, now in its third year of operation. Longitudinal studies were employed to assess the progress of pupils in schools with compensatory education programs and to ascertain the cumulative effects of pre-kindergarten participation. Extensive data tables are appended. (KG)

ED041066

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Office of Compensatory Education

EVALUATION REPORT

EVALUATION OF THE ESEA COMPENSATORY EDUCATION PROGRAM OF THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT

1968 - 1969

EARLY CHILDHOOD AND SCHOOL-AGE INTENSIVE EDUCATION PROGRAM

UD010281

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January, 1970

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FOREWORD

Since February, 1966, the Elementary and Secondary Education Act Title I program has enabled the San Francisco Unified School District to broaden and intensify the compensatory education program for economically disadvantaged children. Although the funding of the ESEA compensatory education program was channeled through the public schools, some services were also extended to the non-public schools in San Francisco.

For the school year 1968-69, seven pre-kindergarten centers, nine elementary schools, five junior high schools, three senior high schools, and nine non-public schools, located in the target area, served children from low-income families residing in the target area. Due to the lack of space in certain target area schools, some pupils residing in the target area were bused to other schools where classroom space was available. Compensatory services followed these pupils to the receiving schools they attended. Due to budgetary reductions and intensification of services, the number of public schools receiving ESEA Title I services in the 1968-69 school year was reduced to 40 per cent of the previous year's number.

The evaluation report for the third full year of operation of the ESEA Title I Compensatory Education Program in the San Francisco Unified School District provides information on the effects of the pre-kindergarten, elementary, secondary, non-public school, bilingual, in-service, and summer components of the ESEA program.

The evaluation has undertaken to assess the effectiveness of the compensatory education program by a continuing longitudinal study of the progress of pupils in schools with compensatory programs, and an analysis of the cummulative effects of pre-kindergarten participation. Data have been gathered from student records, questionnaires, observations, rating scales, interviews and standardized tests.

The evaluation has been kept as concise as possible. All tabular data referred to and included in the appendices are found at the end of each appropriate chapter.

ABSTRACTS OF ESEA TITLE I PROJECTS

Early Childhood Intensive Services. This project was designed to improve verbal expression and communicative skills of children, to familiarize children with adult teaching personnel, to provide enrichment through creative art expression, to provide supervised physical education, nutritional and medical services, to create close school-parent involvement, and to influence future classroom performance in reading as measured by standardized tests.

Seven pre-kindergarten centers provided services for 440 pupils. Class size was limited to 20 children or less, and was staffed by two teachers, two aides and parent volunteers.

In a longitudinal study, readiness and standardized reading test results of ESEA participants and comparison groups indicate favorable growth for participants. Summary of parent participation indicated extensive school-parent involvement in a variety of activities.

Elementary School Intensive Services. Approximately 3,350 pupils in nine schools participated in one or more of the intensive services which included compensatory reading teachers, guiding teachers, speech therapists, community teachers, social workers, psychologists, librarians, and paraprofessionals. Compensatory teachers provided intensive reading instruction to children who were reading one or more years below grade level. Guiding teachers worked with classroom teachers in helping children and in developing innovative methods; staff development specialists provided assistance to teachers and children, and channeled Title I service according to the needs of each school. In addition, the fifth graders of five schools took part in an outdoor education program which provided a valuable experience in intergroup association and an opportunity for science instruction through direct, guided observation.

Between May 1968 and May 1969, elementary program participants gained one year or more in reading at 46 per cent of the medians and quartiles on standardized achievement tests. Gains ranging from 1.0 to 1.7 years for one year of instruction were recorded at 73 per cent of the medians and quartiles for pupils in the intensive services program, with eleven of the total of fifteen groups reporting gains in this range. For the pupils in the compensatory reading program, gains of one year or more were recorded at 48 per cent of the medians and quartiles.

Comparing pupils by grade level, the fifth graders in the Plan A schools showed the greatest gains at the medians and quartiles. Fifth graders participating in the intensive services program made a gain of 1.7 years for one year of instruction at the 75th percentile. Fifth graders participating in both the intensive services program and in compensatory reading programs showed a median gain of 1.5 years, with a gain of 1.4 years at the 25th percentile.

Based on an oral paragraph reading test, 94 per cent of pupils in all San Francisco's compensatory reading classes achieved better than month-for-month gain for each year in school. However their reading status in relation to "at grade" reading level continued to range from minus eight months to minus two years, four months.

In the elementary longitudinal study the adjusted scores, which reflect initial reading status, indicated that one-third of the third grade participants made month-for-month gains or better. In the fifth grade study, in terms of adjusted scores, about one-half of the participants registered at least month-for-month gain. In the sixth grade study, the adjusted scores indicate that three-fourths of the participants made month-for-month gains or better.

Secondary Schools Intensive Services. Approximately 1,100 junior high school students in five junior high schools and approximately 900 high school students in three senior high schools who were reading two or more years below grade level and who showed promise of improvement were selected as ESEA participants. The program focused on improving the student's reading level and motivating him academically. Compensatory classes were provided in reading and/or English, social studies, science and mathematics, with reading taught in all subject areas. The junior high school established and maintained communication with parents of participating students, while the senior high school provided ESEA students with individualized counseling services.

From May 1968 to May 1969 on standardized achievement tests, secondary ESEA students gained one year or more in reading,at 22 per cent of the medians and quartiles with twice as many gains of one year or more for comprehension as for vocabulary. Considering both comprehension and vocabulary, the most frequent gains of one-half year or more were found at the 75th percentile (13 of 18), next for the median (11 of 18) and least frequently for the 25th percentile (6 of 18). Gains were most frequent and substantial for the eighth grade and the eleventh grade participants.

In the eighth grade longitudinal study of grade six/grade eight test data, the adjusted scores, which reflect initial reading atatus, indicated that 23 per cent of the students made month-for-month gain or better. The grade seven adjusted scores indicated that approximately half of the students made month-for-month gain.

In the twelfth grade longitudinal study in terms of adjusted scores more than half of the students registered at least month-for-month gain.

The nature of students' reading achievement at most of the ESEA schools indicates the need for school-wide reading programs. The insufficiency of funds is viewed as the major limitation of the program, being the root of a variety of unfulfilled needs for both students and staffs.

Bilingual Intensive Services. Bilingual classes built competence in two languages and strengthened student understanding and appreciation of two cultures. Information and concepts were introduced in the native languages, Chinese and Spanish. The methodology of English-as-a-Second-Language, was used to provide a natural language transition for an estimated 366 pupils in seven elementary schools and three junior high schools.

The bilingual program teachers reported pupil progress at all levels. Almost 60 per cent of the Chinese pupils in Level I, where the pupils understand and speak little or no English, advanced to Level III, where they can speak and be understood when speaking English, have a fair amount of ability in reading and writing English, but are not able to function in a regular classroom even with special help. Of the Spanish pupils, 15 per cent advanced to Level V where they were able to function in a regular classroom without special help. Less than seven per cent of the pupils remained at the level of competence originally reported by their teachers.

Non-Public School Intensive Services. Each of the nine participating non-public schools received the services of a compensatory reading teacher, provision for supplies and enrichment activities to accompany the compensatory class experience, and the services of a paraprofessional to assist and follow through on the work of the compensatory reading teacher. A total of 677 pupils in grades one through eight received additional daily reading instruction utilizing the language experience approach.

Of all the participating pupils, 20 per cent were released from compensatory classes and were able to perform in their regular classrooms after one year of instruction in compensatory reading. Sixth grade participants (N=67) showed a median gain in reading of 0.8 of a year from September 1968 to May 1969.

In-Service Education. The in-service education program was an integral part of the entire ESEA Title I effort. Many visitations, meetings and workshops were arranged and much staff assistance was provided to elementary and secondary school teachers, auxiliary service staff, administrators, teacher-aides, parents, volunteers, and other ESEA project participants.

Special teacher aide training included such topics as the sources of learning problems, individual and group approaches to learning and methods of helping children read.

It was recommended that future in-service objectives be directly related to the overall student objectives of the ESEA Title I program.

Summer Reading Program Intensive Services. The purpose of this program was to maintain and strengthen the reading skills and the interests of pupils to prevent regression in reading performance during the summer vacation. The program functioned in five elementary schools for 409 public-school and 59 non-public school pupils who participated in a six weeks' intensive program in reading and language arts.

The use of teacher aides reduced the size of classes and made many one-to-one instructional situations possible.

Standardized test results indicated good gains in reading achievement for the fourth and fifth grade participants. The 86 participants registered four months' gain in median reading level in a three-month time period between tests. The second and third grade participants showed a two-month loss in reading ability. These test results seem to indicate that the program is most effective for the fourth and fifth grade pupils.

As was the case in last summer's reading program, high school students were used as teacher aides, in the ratio of one aide per three pupils, to individualize reading instruction for elementary pupils. Only nine of the 138 high school student aides had "pre" and "post" reading test scores available. Although the sample is small, median gains of 2.8 years in vocabulary and seven months in comprehension were made during the six-week summer reading program by these student aides, who themselves were ESEA compensatory reading students from the three target area high schools. In this generation in which students desire that school be freer, more stimulating and personally relevant, these nine aides have demonstrated that, with paid work responsibilities and in-service training, gains in reading beyond expectations can be made.

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CHAPTER I

INTENSIVE SERVICES

EARLY CHILDHOOD PROGRAM

This section summarizes the characteristics of the Early Childhood Intensive Education Project funded under Title I of Public Law 89-10 as amended (ESEA).

The estimated cost of the Early Childhood Intensive Education Program was $391,659. Based on an estimated 440 pupils, the per pupil cost was $890.00 for the fiscal year of September 1, 1968 through August 31, 1969.

Objectives of the Project.

To encourage and improve verbal expression and communication skills of pupils for whom English is a second language and to strengthen their cultural heritage

To facilitate relations with peers and adjustment to group activities as well as familiarizing the pupil with adult teaching personnel

To enrich the pupil's life by offering creative arts activities and encouraging creative expression among pupils thus tending to raise educational aspirational levels

To maintain high standards of health and physical development through supervised play, nutritional and medical services

To create a close school-parent involvement which will serve as a motivational factor during the remainder of the pupil's school career

To influence future classroom performance in reading and other skill areas as measured by standardized achievement tests

Participating Pupils. The pre-kindergarten program was designed to take children from three years nine months through to kindergarten. Selection of the 440 participating children was by school areas that met the original criteria for inclusion in ESEA Title I programs.

In addition, screening of children for eligibility was conducted at the school by identifying the criteria in a letter to the parents. The letter, entitled "Statement of Eligibility," explained the regulations that service must first be given to families of low income and to those who do not speak English at home. Information about income, number of persons in the immediate family, and language spoken in the home was collected and used for determining eligibility.

The seven pre-kindergarten centers are located in communities of greatest need--by reason of poverty, language handicap, and racial and ethnic isolation. Five of these centers are in elementary schools designated for receiving intensive or saturation services. The following chart shows the names, locations of the centers, and the number of children that could be accommodated.

ESEA Pre-kindergarten Center	District Served	Openings Available
Commodore Stockton	Chinatown	80
Dudley Stone	Western Addition	80
Hawthorne	Mission	80
Hunters Point I	Hunters Point and Bayview	80
John Swett	Western Addition	40
Raphael Weill	Western Addition	40
Sunnydale (located at John McLaren)	Bayview	40
N = 7		440

Description. The Early Childhood Intensive Education Project is a program of pre-school centers designed as a component of the elementary school to prepare three and four year old children for entry into school life. An intensive daily two and a half hour instructional program provided educational activities that included both indoor and outdoor play, child-centered instructional games, art and craft activities, group participation, dramatic play and field trips. Emphasis was placed on language development and the growth of those cognitive skills necessary for achievement in later schooling.

The project was staffed with professional teachers specially trained to teach in the project and a paraprofessional staff to support the curriculum. Class size was 20 or less children serviced by two teachers, two aides, and volunteers. The result was an adult-child ratio low enough to give individual attention and to concentrate on each child's needs.

The project provided a free hot meal daily to each child, a complete pediatric examination and immunizations with necessary referrals, the services of social workers and a psychologist, and a comprehensive program of parent education.

Evaluation Strategy. Pupils that participated in the ESEA Title I pre-kindergarten programs have been tracked longitudinally since the start of the program in Spring, 1966. Evidence has been gathered to indicate that pre-kindergarten experience favorably affects subsequent performance in kindergarten and first grade.

Two basic groups have been established: pupils that are presently enrolled in ESEA pre-kindergarten or have had ESEA pre-kindergarten previously, and pupils who have not had ESEA or any other type of pre-kindergarten experience. These groups have been further sub-divided by language capabilities: unilingual pupils, and bilingual pupils. (Schools were classified as unilingual where the predominant language spoken was English. Schools classified as bilingual were those whose pupils spoke Chinese and English or Spanish and English).

Section — The evaluation is organized as follows:

1.1 A longitudinal study of the effects of ESEA pre-kindergarten participation as measured by:

Pre-kindergarten Record of Individual Growth

Pre-kindergarten Teacher Rating Scale of Pupils

Metropolitan Readiness Test Scores

Kindergarten Record of Individual Growth

Stanford Reading Test Total Reading Scores

Lorge-Thorndike Intelligence Test Scores

1.2 A study of parent educational activities and participation in seven pre-kindergartens

1.3 Results of questionnaires to teachers to assess the value of teacher-aide services

Results of questionnaires to teacher-aides which describe their functions and suggestions for future programs

1.4 A study of the purposes, destinations, and frequency of field trips and excursions from 1968-1969 for enrichment purposes

1.5 Medical problems encountered in pupils, sources of medical care and referrals made to public and private medical care, and nutritional program

1.6 Anecdotal records kept for each participant in the pre-kindergarten program

1.1 LONGITUDINAL STUDY ON THE EFFECTS OF ESEA PRE-KINDERGARTEN PARTICIPATION

In order to evaluate the effectiveness of learning experiences provided for children, a longitudinal study was made which compared the performance of pupils who had participated in ESEA Pre-kindergarten with those who had no type of pre-kindergarten experience.

Table 1.1.0 Seven successive groups of pupils were differentiated on the basis of semesters in the ESEA Pre-kindergarten program. These groups are identified in Table 1.1.0 on the following page.

Seven separate evaluative instruments were used with the seven pupil groups. The table's column headings name the evaluative devices and the column entries refer to other tables, found in the appendix of this chapter, in which the detail findings are reported.

Where data were available, ESEA Pre-kindergarten participants were compared with non-participant groups of pupils from the same schools. These groups were further subdivided, in some instances, by language capabilities: pupils in unilingual schools and pupils in bilingual schools. Schools were classified as unilingual where the predominant language spoken was English. Bilingual schools were those in which the pupil populations were largely of Chinese or Spanish surnames.

1.1.0 Group 1

This group consisted of the relatively limited number of pupils who had participated in ESEA Title I Pre-kindergarten program for three consecutive school terms, spring 1968, fall 1968, and spring 1969. Findings from two evaluative instruments are reported.

1.1.1 The Pre-Kindergarten Record of Individual Growth. This record is a rating sheet checked by the teacher for each pupil. The scale involves three classfications, each bearing numerical and verbal description: 1, good; 2, fair; 3, poor. The larger the numerical rating the less favorable the growth level attained by the pupil.

Five categories of teacher observation of pre-kindergarten behavior were summarized: freedom of expression, attitudes toward the pre-kindergarten center, attitudes toward the teachers, motor control (handling of equipment and materials), and social maturity.

An average rating on the three-class scale was obtained for each of the five categories. The sum of these five average ratings was treated as a total score rating; when the sum was five, it was characterized as "good" growth toward pre-kindergarten program objectives. Total scores of six to ten inclusive were considered "fair" progress; scores above ten were judged by pre-kindergarten teachers to signify "poor" progress.

During the first term (spring 1968) of the pre-kindergarten experience only five of the 30 participants achieved "good" ratings while 11 pupils had ratings higher than the mid-point ("8") of the "fair" range. One year later, during the third semester, 23 of the 30 or 76.7 per cent rated "good" and no pupil scored below the mid-point of "fair." It is clear that teachers of the participants observed marked growth in pupil progress.

TABLE 1.1.0: EVALUATION INSTRUMENTS REPORTED IN TABULAR FORMAT FOR SEVEN SUCCESSIVE GROUPS OF ESEA TITLE I PREKINDERGARTEN PARTICIPANTS

	Term and Year During Which Group Was In:				Column Entries Are Table Numbers						
Group	Pre-kinder-garten	Kinder-garten	Grade 1	Grade 2	Prekdgn Record of Ind. Growth (PK)	Prekdgn Rating By Teacher (PK)	Kdgn Record of Indiv. Growth (K)	Metro. Readi-ness Test (K)	Stanford Reading Test (H1)	Lorge-Thorn. Intel. Test (H1)	Stanford Reading Test (H2)
1	Spg '68- Fall'68 Spg '69				1.1.1	1.1.2					
2	Fall'68- Spg '69				1.1.1						
3	Spg '67- Fall'67	Spg '68- Fall'68	Spg '69					1.1.3			
4	Fall'66- Spg '67	Fall'67- Spg '68	Fall'68				1.1.4	1.1.5			
5	Spg '66- Fall'66	Spg '67- Fall'67	Spg '68- Fall'68	Spg '69					1.1.6	1.1.6	
6	Spg '66	Fall'66- Spg '67	Fall'67- Spg '68	Fall'68					1.1.7	1.1.8	
7	Spg '66	Fall'66- Spg '67	Fall'67- Spg '68	Fall'68- Spg '69							1.1.9

Table 1.1.2 Pre-Kindergarten Teacher Rating Scale. A second evaluation instrument applied to Group 1 was a check-list for each pupil on which the teacher rated behavioral development on twelve factors:

1. Pupil is proud of his school work.
2. Pupil displays self-confidence.
3. Pupil uses alternative approaches in problem solving.
4. Pupil respects authority.
5. Pupil respects property and rights of others.
6. Pupil is accepted by peers.
7. Pupil responds verbally to questions during conversation.
8. Pupil asks questions which imply an understanding of what has been explained.
9. Pupil pronounces words correctly.
10. Pupil demonstrates listening skills through non-verbal behavior.
11. Pupil uses word correctly and in meaningful text.
12. Pupil has self-control.

The four-step scale utilized the following descriptive and numerical values: "never" as 1, "sometimes" as 2, "usually" as 3 and "always" as 4. The total score was the sum of the values "1" to "4" assigned to the twelve individual items. On this rating scale the higher numerical values signify the more positive development.

The Teacher Rating Scale was administered four times during the 1968-69 school year; distributions of pupil ratings are presented for these quarterly administrations, based on 56 participants for the first and second quarters and on 50 participants for the last two quarters.

For the twelve items an average rating of "usually" ("3") would give a rating scale total score of 36, a positive evaluation. The first-quarter median score of 35 increased to a fourth-quarter median of 39, a more favorable level.

An average rating of "sometimes" ("2") produces a total score of 24, an evaluation indicating the need for much improvement. For the lowest 25 per cent of participants (25th percentile) the total score changed from "sometimes" to "usually." The highest 25 per cent of pupils (75th percentile) gained from a "usually" status to a midposition between "usually" and "always."

Thus, pupils through all segments of the rating scale demonstrated steady and substantial improvement during the year's experience in the ESEA Pre-kindergarten program.

Within the overall growth represented by the total score, some areas produced greater gains than others. In rank order of improvement, from more to less, the five items showing greatest gains among the twelve rated were:

Within Bilingual Schools

2. Pupil displays self-confidence.
1. Pupil is proud of his school work.
7. Pupil responds verbally to questions during conversation.
3. Pupil uses alternative approaches in problem solving.
12. Pupil has self-control.

Within Unilingual Schools

1. Pupil is proud of his school work.
3. Pupil uses alternative approaches in problem solving.
4. Pupil respects authority.
5. Pupil respects property and rights of others.
12. Pupil has self-control.

Table
1.1.0 Group 2

Only one evaluative measure was available for the 287 ESEA Title I Pre-kindergarten participants who were in the program for two terms, namely, fall 1968 and spring 1969.

1.1.1 The Pre-Kindergarten Record of Individual Growth. This record was described in an earlier section. Among two-term enrollees the top rating of "good" progress included 22 per cent of the 287 participants during fall term, 1968, but doubled to 45 per cent near the end of spring term, 1969. While 18 per cent rated below the mid-point of "fair" in the first term, only six per cent were below when rated during the second term.

In the judgment of their teachers, these pre-kindergarten pupils made striking progress in those factors deemed important to learning at this age level.

1.1.0 Group 3

This group consists of 113 pupils who were enrolled in the ESEA Title I Pre-kindergarten program for two terms, spring and fall of 1967, and who were in grade Ll in local District schools at the beginning of spring term, 1969.

A peer group of 50 pupils was available in the same grade Ll schools; the records of these pupils did not indicate participation in any type of formal pre-kindergarten experience. This companion group is not a "comparison" group, since selection factors in the pre-kindergarten program produce participants having greater disadvantage.

1.1.3 Metropolitan Readiness Test. This standardized measure of readiness for in-school learning provided the only evaluation data available for Group 3 and its companion group of non-participants. The test was administered in January, 1969, near the close of the high kindergarten term.

The cited table reports the numbers and per cents of pupils by raw score grouping. The equivalent letter (A, B, C, D, and E) and descriptive ratings (superior, high normal, average, low average, and low) are indicated.

Of the 113 pupils who had participated in two terms of ESEA Pre-kinderten, 69 per cent scored at the average (C) level or higher. In contrast, 76 per cent of the 50 non-participants attained average ratings or higher. The fact that participants so closely approximated the readiness levels of the non-participants, in spite of the former group's greater disadvantage, attests to the effectiveness of the pre-kindergarten involvement.

Table

Group 4

1.1.0 Within the fall, 1968, grade L1, substantial numbers of pupils were identified as having participated in the ESEA Title I Pre-kindergarten program for the two terms of the 1966-67 school year. From the same grade L1 classes, a companion group was formed of pupils whose records indicated no formal pre-kindergarten enrollment. Results were available for two evaluation instruments, administered at the end of the kindergarten year, one year following the conclusion of pre-kindergarten experience.

1.1.4 *The Kindergarten Record of Individual Growth*. This record is very similar in format and rating scale to the *Pre-Kindergarten Record* which was discussed in an earlier section. Procedures for deriving score and descriptive ratings were identical.

Among the 134 pre-kindergarten participants for whom this record existed, 35 per cent were judged "good" in school-related growth factors by their kindergarten teachers at a time approximately one year after the conclusion of the pre-kindergarten experience of two terms. This per cent is substantially higher than the 22 per cent of non-participants awarded such rating by the same kindergarten teachers. Teacher evaluations of "fair" or "good" were given to 99 per cent of pre-kindergarten participants, in contrast to only 80 per cent of non-participants.

While the numbers of pupils are too limited to warrant confident statement of the difference, it appears that among participants and non-participants the pupils in bilingual schools received slightly higher ratings than did pupils in unilingual schools.

1.1.5 *Metropolitan Readiness Test*. Data were available on this standardized test, administered in June, 1968, for 231 pre-kindergarten participants and 66 non-participants. These pupils included those for whom the *Kindergarten Record* was reported in the preceding section, plus additional ones.

A slightly larger percentage of participants (58.4 per cent) than of non-participants (54.5 per cent) attained readiness scores of average (letter rating "C") or better. This superiority, together with that observed on the *Kindergarten Record*, for the participants becomes more impressive in view of the fact, previously noted, that pre-kindergarten participants were originally from a more disadvantaged background than their age-peers within the same schools.

On the Metropolitan Test the differences between unilingual and bilingual schools do not appear substantial enough to merit an interpretation other than similar and effective progress for both types.

1.1.0 Group 5

Among the spring term, 1969, grade L2 classes there were 77 pupils who could be identified as having participated in ESEA Title I Pre-kindergartens for two terms, namely, spring 1966 and fall 1966. Within the same classes in grade L2 were 26 additional pupils whose school records indicated no formal educational experiences prior to kindergarten.

For two areas, reading and intelligence, scores were available as of the end of the first grade in January, 1969. These measurements were taken two school years (kindergarten and grade one) following the termination of the two-term enrollment in pre-kindergarten.

Table 1.1.6 Stanford Reading Test. In January, 1969, the median reading grade placements for the 77 pre-kindergarten participants and the 26 non-participants were 1.5. While these medians were four months below actual grade placement at time of testing (1.9), they were only one month below the median (1.6) for the District's entire grade H1 (District data not included in Table 1.1.6).

Grade H1	No. Pupils	Total Reading Grade Placements 75th%ile	50th%ile	25th%ile
Participants	77	1.7	1.5	1.3
Non-participants	26	1.5	1.5	1.4
TOTAL DISTRICT	2,252	1.8	1.6	1.4

The grade placement marking off the lowest one-fourth of participants (1.3) was one month below the 25th percentile for the non-participants and the entire District's grade H1(1.4). The top quarter (75th percentile) of participants were at or above 1.7 in reading, one month below the entire District's uppermost fourth of pupils (1.8) but two months above its non-participant companion group (1.5).

1.1.6 Lorge-Thorndike Intelligence Test. On the intelligence test administered at the time of the reading testing the median IQ for 74 participants was 96 in comparison with IQ 94 for the 25 non-participants and IQ 98 for all grade H1 San Francisco pupils in January, 1969.

Grade H1	No. Pupils	Intelligence Quotients 75th%ile	50th%ile	25th%ile
Participants	74	102	96	89
Non-participants	25	100	94	89
TOTAL DISTRICT	2,252	107	98	89

That the IQ's equivalent to the 25th percentiles for participants, non-participants, and all District grade H1 pupils were identical at IQ 89, while IQ's for the highest quarter (75th percentile) were quite divergent (102, 100, and 107, respectively), reflects the fact that participant and non-participant groups are more representative of the lowest quarter of the District's school-measured ability range.

1.1.0 Group 6

Within the fall term, 1968, grade L2 classes were 127 pupils who could be identified as having participated in ESEA Title I Pre-kindergarten in its first term of operation, namely, spring term, 1966. This group, whose participation was limited to the single term, was tested in reading and mental ability two years (kindergarten and grade one intervening) after the conclusion of its pre-kindergarten enrollment.

Among pupils in the same grade L2 classes were 184 whose school records were devoid of notation concerning formal pre-kindergarten programs. Reading and intelligence test scores were also available for these non-participants as of the end of grade one. For both participants and non-participants the tables report separately for unilingual and bilingual schools.

Table 1.1.7 Stanford Reading Test. Administered in May, 1968, at the end of grade H1, the Total Reading grade placements for the medians and quartiles were:

Grade H1	No. Pupils	Total Reading Grade Placements 75th%ile	50th%ile	25%ile
Participants				
Unilingual Schools	75	1.6	1.5	1.3
Bilingual Schools	52	1.8	1.6	1.5
Total	127	1.7	1.5	1.4
Non-participants				
Unilingual Schools	156	1.6	1.4	1.3
Bilingual Schools	28	2.0	1.6	1.4
Total	184	1.6	1.5	1.3
TOTAL DISTRICT	4,732	1.8	1.6	1.4

In comparison with the total group of 184 non-participants, the 127 participants were identical in reading status at the median and one month of grade placement higher at the 75th and 25th percentiles. Compared with reading level of the entire District's grade H1, the participants were only one month lower at the 75th and 50th percentiles and identical at the 25th percentile.

As noted earlier, the participants were enrolled in schools which are more representative of the lower portion of the achievement test score distributions for the District. In view of this characteristic of participant pupils and the one-term limitation on their pre-kindergarten experience, their reading status must be considered quite favorable.

Pupils in the bilingual schools, both participants and non-participants, achieved higher reading levels at the median and quartiles than did pupils in unilingual schools. In fact, the bilingual school pupils attained reading score equivalents closely paralleling those for the entire District.

1.1.8 Lorge-Thorndike Intelligence Test. Accompanying the administration of the reading test in May, 1968, was this intelligence measure for which the equivalent medians and quartiles were:

Table 1.1.8

Grade H1	No. Pupils	Intelligence Quotients 75th%ile	50th%ile	25th%ile
Participants				
Unilingual Schools	75	105	95	88
Bilingual Schools	51	107	101	92
Total	126	105	98	89
Non-participants				
Unilingual Schools	151	100	89	80
Bilingual Schools	26	98	94	84
Total	177	100	90	80
TOTAL DISTRICT	4,732	107	98	88

Compared with the 177 non-participants for whom IQ's were available, the 126 participants recorded substantially higher intelligence quotients. However, the median and quartiles for the participants were quite similar to those for the entire District.

At the 25th and 50th percentiles the IQ's for pupils in bilingual schools, both participants and non-participants, were four to six points higher than pupils in unilingual schools. This finding would be anticipated in view of the similar results for reading, since reading and intelligence tests typically are positively correlated.

1.1.0 Group 7

In grade H2 classes during spring term, 1969, there were 85 pupils whose school records indicated one-term (spring, 1966) participation in the ESEA Title I Pre-kindergarten program during the first term of its operation. Also, 86 pupils within the same classes were known to have entered kindergarten without similar pre-school experiences.

These pupils, both participants and non-participants, were a portion of the pupils making up Group 6, that portion which remained in enrollment in the same school from May, 1968 to May, 1969. The latter date was the period of administration of a second Stanford Reading Test, at the end of grade H2. For the participants the May, 1969, reading test came three years (kindergarten, first and second grades) after the end of a one-term pre-kindergarten enrollment.

Reading test results have been presented according to school classification, unilingual or bilingual. However, so few bilingual non-participants were found that these results cannot be meaningfully interpreted.

1.1.9 Stanford Reading Test. The grade placement equivalents for Total Reading, obtained for pupils in grade H2 in May, 1969, at the medians and quartiles were:

Table 1.1.9	Grade H2	No. Pupils	Total Reading Grade Placements 75th%ile	50th%ile	25th%ile
	Participants				
	Unilingual Schools	43	2.3	1.9	1.7
	Bilingual Schools	42	2.7	2.3	1.9
	Total	85	2.5	2.1	1.8
	Non-participants				
	Unilingual Schools	73	2.0	1.8	1.7
	Bilingual Schools	13	2.2	1.9	1.8
	Total	86	2.0	1.8	1.7
	TOTAL DISTRICT	5,251	2.9	2.3	1.8

Again, three trends are observed. First, pre-kindergarten participants attained higher reading status than did non-participants in the same schools. Second, participants had reading grade equivalents which were identical with those of all District pupils at the 25th percentile, but were progressively lower at the 50th and 75th percentiles. Third, pupils in bilingual schools did achieve higher reading levels than did pupils, whether participants or non-participants, in the unilingual schools involved in this longitudinal study.

Summary of Pre-kindergarten Longitudinal Study

1. On evaluative instruments calling for teacher ratings of pupil development in factors critical for school progress, ESEA Title I Pre-kindergarten participants showed marked growth in positive directions.

2. On standardized tests of readiness for school learning, 60 to 70 per cent of pre-kindergarten participants rated "average" or better, thus approximating the 69 per cent receiving such ratings in the test's national standardization population.

3. On the Stanford Reading Test, administered two or three years following the end of the pre-kindergarten enrollment, even those pupils whose participation was limited to a single term did record reading status above levels for companion non-participants.

4. On reading and intelligence tests pupils, both participants and non-participants, in bilingual schools attained somewhat higher scores than did pupils in unilingual schools, probably accounted for by program selection factors.

1.2 PARENT PARTICIPATION

During the 1968-1969 school year, the parents of all children enrolled in the pre-kindergartens were encouraged to visit and participate in the school program, as their involvement was considered an integral part of the program. The objectives of improving the holding power of the schools and helping parents improve English language skills as well as the child's self-image were measured in part by the attendance and participation of parents at planned group meetings with professional staff members.

A comprehensive program of parent education was carried out at each of the Early Childhood Intensive Education Centers. Professional staff members met regularly with parents to provide a continuing, meaningful series of educational activities. Programs included parent visits to pre-kindergarten centers to have them become more aware of the multiplicity of activities carried on by the specially trained professional and paraprofessional staff members. Learning activities such as language development and other cognitive skills were fully described to the parents.

Because the adult-child ratio was high, individual attention was given to the special needs of each child. It was stressed to the parents that the need for some restructuring on the part of the individual pupil exists today. Supervised recreation and all sorts of creative activities assist the child to grow intellectually and develop self-discipline. Parents were guided as how to take a positive position concerning the stimulation and direction of their child's intellectual, physical and nutritional development.

The development of speech and the topic of bilingualism was also the subject of parent meetings. Pupils, in order to speak English with facility later, must have exposure to spoken language at all stages, but especially at the crucial years of three to five. The earlier in life that a pupil is exposed to conversation, the more he is able to master linguistic patterns.

Besides the intensive instructional program, parents learned about the importance of health and nutritional services, immunizations with necessary referrals, and complete pediatric examinations.

Summary of Parent Participation. The following summary statements indicate the main findings of Tables 1.2.1 and 1.2.2 in the appendix at the end of this chapter.

Table	
1.2.1	The total number of parents that visited during the eight month period from September, 1968 through April, 1969 was 2,504 with a total of 3,829 hours of participation at pre-kindergarten activities. The number of parent participants ranged from 173 in February to 522 in April. Parent participation continued in May and June, but complete data were not available for inclusion in this summary.
1.2.2	Parent involvement in three selected pre-kindergartens is shown by the wide variety of activities in which they participated. Parent involvement activities ranged from nine to eleven, with as many as 20 parents being involved in some of the activities.

PARENT EDUCATIONAL ACTIVITIES - SAMPLES OF PARTICIPATION FROM SEVEN EARLY CHILDHOOD INTENSIVE EDUCATION CENTERS - 1969-1969

	Name of Center	Length of Meetings	Attendance	Professional Staff Present	Subject of Meeting
1.	John Swett	1½ hrs.	11 adults & 2 siblings	3	"Children's Outdoor Activities Illustrating Creative Arts"
	John Swett	2 hrs.	10 adults & 7 siblings	3	"Let's Talk About Four Year Olds"
2.	Sunnydale	2 hrs.	9 adults & 4 siblings	6	"A Visit With Pre-kindergarten Teachers"
	Sunnydale	2 hrs.	7 adults & 2 siblings	4	"Your Child at Home and School"
3.	Hunters Point I	2 hrs.	8 adults & 3 siblings	5	"Health of the Four Year Old"
	Hunters Point I	2½ hrs.	12 adults & 6 siblings	4	"Different Foods and How Children Accept Them"
4.	Hawthorne	2 hrs.	19 adults & 3 siblings	8	"Speech and Bi-lingualism"
	Hawthorne	2 hrs.	15 adults & 4 siblings	3	"Special Activity Day-Group Con struction of Paint Aprons for Children"
	Hawthorne	1½ hrs.	16 adults & 5 siblings	3	"Language and the Pre-school Child"

PARENT EDUCATION ACTIVITIES (cont'd)

	Activities Involving Parents and Professional Staff	Evaluative Comments
1.	Presentation of paintings, paper, cardboard, & wood in a progressive manner--starting with early & primitive attempts leading to more controlled expressive way of working with art materials	Parents responded verbally to visual experiences in a favorable manner
	Discipline, guidance procedures, and behavioral characteristics of young children were discussed	Many thoughtful questions, comments, and ideas were freely exchanged with parents who expressed pleasure at the subject discussed
2.	Meeting was an outgrowth of a previous one. Parents visited Kindergarten teachers where activities and methodology were described	Especially useful because it answered parents' questions about the transition from prekindergarten into kindergarten
	The discussion and conversations were directed towards the subject of the child at home by the teacher-moderator	Energetic participation and exchange that flowed with comments. Results provided insight and helpful suggestions
3.	Physician described the physical examination and immunization programs. Food and eating habits, weight problems were discussed. Health referral system was explained	Warmth & openess of group discussions resulted in a relaxed exchange of thoughts. Useful information imparted to parents who were encouraged to come in and discuss health problems of their children
	Field trip to San Francisco Farmers' Market followed by a group discussion and tasting of foods to examine their values	Valuable methods of introducing children to a variety of foods were described to parents
4.	Group discussion was held about children's speech and bilingualism	Knowledge about speech problems and bilingualism was imparted to the group of parents
	Special activity: parents cut and sewed plastic materials into aprons. Parents brought their sewing machines with them	Group activity brought about parent teacher rapport beneficial for present and future activities. Sincere parent interest exhibited because many aprons were finished at home
	Speech therapist described the speech problems encountered by some Spanish speaking young children	Parents responded to comments and seemed relaxed in a discussion of language problems in their homes and speech of their children

PARENT EDUCATION ACTIVITIES (cont'd)

	Name of Center	Length of Meetings	Attendance	Professional Staff Present	Subject of Meeting
5.	Raphael Weill	2½ hrs.	7 adults & 2 siblings	6	"A Visit with Your Child at School"
		2½ hrs.	7 adults	7	
6.	Commodore Stockton	1 hr.	16 adults & 7 siblings	5	"Art Activities With Your Child"
		1 hr.	16 adults & 4 siblings	5	
7.	Dudley Stone	2 hrs.	16 adults & 2 siblings	6	"Health of a Four Year Old"
		2 hrs.	12 adults & 6 siblings	6	
	Dudley Stone	2½ hrs. A.M.	17 adults & 6 siblings	5	"Prekindergarten Activities: Slides and Discussion"
		2½ hrs. P.M.	17 adults & 6 siblings	4	

PARENT EDUCATION ACTIVITIES (cont'd)

Activities Involving Parents and Professional Staff	Evaluative Comments
5. Lively discussion touching on many subjects: mental retardation, with questions about schools for retarded children. Topics in areas of children fighting, discipline, and "language" were discussed.	Many parents were pleased to know that "my child isn't the only one ..." to have a certain experience. One of the best benefits of the meeting was that parents reassured each other about common experiences.
6. An "Art Happening" whose objectives were: 1) familiarization of parents with art activities, 2) to show that creative projects do not require expensive materials and can be easily completed at home	Parents were interested, receptive, and participated enthusiastically to art exhibits of play dough figures, wood constructions, and collages
7. The program of physical examinations, and procedures for promoting good health were explained and discussed in detail	Immunization plans, health referrals, physical examinations, and other important information was discussed with parents who were urged to discuss any health problems encountered with their children
Slides illustrated either large group activities or individual activities, and talked about the opportunities and benefits of each. Child-initiated activities and teacher-initiated activities were pointed out and described	Parents learned about many activities such as music, stories, painting and excursions. Concepts such as going from simple ideas and projects to more complex ones were illustrated

1.3 TEACHER AIDES

Teacher Questionnaires. In order to assess the value of teacher aide services, questionnaires were completed by all of the prekindergarten teachers.

Of significance was the response (N=18) to question 1 in the teacher questionnaire, in which they were asked to assess the value of the services rendered by teacher aides. The response, "very helpful" was marked by all of the prekindergarten teachers.

Some of the prekindergarten teachers commented: "The most successful functions of the aide included: being sensitive to problem areas and coping with them while I was occupied with another group, relating to small groups of children, and communicating with parents and children in their native tongue."

"She translated to non-English speaking parents in both spoken and written forms, cleaned up after art projects, made use of her talents, such as story telling with small groups of children, or with just one child, and assisted with supervision of children when they went on field trips."

Presently, each aide is limited to working 70 hours per month. When prekindergarten teachers were asked "What would be the maximum number of hours per month that you want to have an aide assisting you?", the responses from all the prekindergarten teachers indicated that they desired that the number of hours that aides worked be increased an average of five hours for each aide.

Teachers indicated that specific functions of aides included:

Setting up materials for all sorts of indoor projects and straightening up toys and paints after they were used

Assisting teachers with special daily arts and crafts projects, using phonographs and listening sets with the pupils

Carrying out teacher's directions as well as suggesting, organizing and helping with all sorts of creative table activities with the the pupils

Helping the teacher in any way she desired, such as preparing paints, cleaning project materials, such as easels and brushes after they were used

Accompanying the teachers and helping supervise pupils on field trips and excursions

Assisting teachers in supervision of play ground areas

Results of Teacher - Aide Questionnaire. (N=21) Some teacher aides indicated that they had previous experience working with young children, had attended training sessions and taken courses at San Francisco City College, such as Child Behavior and Development, and Psychology. Some aides had out-of-state elementary school experience and were presently completing courses toward degrees and teaching credentials at San Francisco State College.

The prekindergarten aides found that the most effective training they received included:

Actual involvement by on-the-job experience with children

Discussion with the teacher after class sessions about the day's happenings which provided practical guidance and answers to "how and why" questions

Specific situations were discussed immediately after they occurred, which was effective reinforcement of concepts and philosophy

In-service training sessions and inter-communication at staff meetings as well as aide and teacher conferences held regularly

Suggestions from Aides to Improve Future Aide Programs. (N=21) Teacher aides suggested these possibilities for the future:

Longer hours of employment and/or higher wages

In-service training be expanded especially for the aides at the prekindergarten centers

Experienced and professional educators could give lectures on subjects regarding the latest developments of prekindergarten school education so aides might be able to acquire up-to-date knowledge along this line

Results of Questionnaires to Assistant Teachers. (N=10) The duties of assistant teacher included a variety of activities. One reported that her responsibilities were: "Assisting the teacher in planning activities, supervising outdoor projects, often working with individual children and their problems, participating in group functions with students and helping to form a group structure."

Another teacher assistant said, "I assist the teacher in any way she desires and help carry through her concepts and plans, carry out general supervision of the children and help specific children function according to the rules of the classroom, and direct work with the children on projects and undertakings."

When teacher assistants were asked about the training they received, one stated: "On-the-job training from the supervising teachers, staff meetings, and through personal experience with the children and materials. My background includes college level child psychology courses and work with emotionally distrubed children in direct theraputic relationships with them." Most teacher assistants indicated they had college training and experience with four year old children in various programs.

This comment from a teacher assistant indicated why she enjoyed working with prekindergarten pupils: "I find working with (prekindergarten) children to be an intrinsically rewarding experience. Children are beautifully frank and open to experience. Their behavior, language and emotional expression are always fascinating to me. It is personally rewarding for me to give meaningful support and help to children."

Volunteer Teacher Aides. As of January 30, 1969, fourteen volunteers were serving at the prekindergartens. They participated at the morning or afternoon sessions, or in some instances at both. These volunteers gave freely of their time and ability to the prekindergarten program throughout the school year. Many other volunteers participated for shorter periods of time.

PARTICIPATION OF VOLUNTEER TEACHER AIDES AT SEVEN FALL 1968 TITLE I PREKINDERGARTENS FOR THE PERIOD OF SEPTEMBER, 1968 THROUGH DECEMBER, 1968

Months	Number of Volunteers in 7 Prekindergartens	Total Number of Hours Volunteers Participated at Prekindergartens
Sept. 1968	12	42
Oct. 1968	33	109
Nov. 1968	38	116
Dec. 1968	21	53
4 - Month Totals	104	320
4 - Month Average	26	80

1.4 FIELD TRIPS

All prekindergarten pupils participated in field trips, including 27 bus trips in the fall semester and 33 trips in the spring semester.

Emphasis of field trips for prekindergarten children was placed on sensorial development. Bus trips afforded opportunities to enlarge their experience through seeing large natural areas such as the Speedway Meadows or contrasting beach and ocean experiences when they visited Thornton State Beach. A sensorial experience was provided through visits to the Oakland Baby Zoo, where the pupils identified and touched many different animals. Table 1.4. in the appendix presents the field trip data in detail.

Excursions and Neighborhood Walks. All prekindergarten centers participated in weekly excursions to parks and other places of interest while other visits were made monthly or once a semester.

By going on frequent walks to the park, or visiting neighborhood shops, hospitals, or fire stations, the children gained greater understanding of their own immediate neighborhood. Like field trips by bus, the walking excursions included among their purposes sensorial development of seeing and touching. The following is a selection of the type of walking excursions made frequently by pupils in the prekindergartens:

A SELECTION OF SOME NEIGHBORHOOD WALKS FROM SEVEN
ESEA TITLE I PREKINDERGARTENS 1968-69

Prekindergarten	Destination	Frequency
Dudley Stone	Golden Gate Park Playground	Once a month
	Neighborhood Pet Shop	Once a semester
	Park Emergency Hospital	Once a year
	Neighborhood grocery store	Every two months
Sunnydale	Bakery	Once a semester
	Post Office	Once a semester
	Fire Station	Once a semester
	Local construction site	2 or 3 times/semester
	John Mclaren School	Once a semester
Hawthorne	Mini-Park - 20th & Capp	Twice a month
	Fire Station	Once a semester
	Mission St. construction site	Once a semester
	Nature study walk	Three times/semester

Prekindergarten	Destination	Frequency
Commodore Stockton	Cable Car Barn "Y" to see Chinese Dragon Grant Avenue and environs Chinese Trade Center Fortune Cookie Factory	Three times/semester Once a semester Three times/semester Twice Once during semester
Raphael Weill	St. Francis Square playground Japanese Trade Center Pet Store Post Office	Once a week Once a semester Once a year Twice a year
John Swett	Civic Center Plaza: Opera House City Hall Plaza Art Museum	Five times/semester
	Construction sites	Eight times/semester
Hunters Point I	Florist Shop Poultry House Third Street Fish Market Construction site at Burnett School	Once a semester Once a semester Once a semester Once every two weeks to see construction progress through various stages

1.5 HEALTH PROGRAM

Table 1.5 Physical examinations and medical evaluations of children enrolled in the pre-kindergarten program were carried out by a team of one physician and two public health nurses. Those children not examined by the physician have been, or will be examined by a private physician or clinic prior to entry into kindergarten.

Emphasis on history taking and lengthy verbal communication at the initial medical interview was considered important, not only to diagnose medical conditions, but to identify those children who may have a potential learning disorder.

Many parents indicated their need for advise, reassurance, and explanation. The time which was spent in useful dialogue will hopefully lead to improved future health.

1.5.1 Identified problems were referred to other disciplines within the program or when necessary to outside agencies. Close communication and follow-up were encouraged.

Multi-discipline conferences were held at which children were discussed who were of concern to members of the team, and suitable recommendations made. These meetings were helpful to the medical team not only to coordinate all efforts, but also to understand the role played by other professionals in the program.

It is hoped that these meetings will continue and be improved by the inclusion of the teacher concerned with the particular child.

1.5.2 Dental, vision and audiology screening and referrals were undertaken for all children. Nurse contact was maintained to encourage follow through with recommendations.

Immunization and tuberculin testing when indicated were completed.

No active medical treatment, other than first aid and suitable advice was given. All problems were referred to the individuals source of medical care.

Many children were identified as having had no type of medical care, either acute or preventive during the two years prior to school examination. A small percentage had never been seen by a doctor since birth and had received no immunizations. Although this figure was small a fairly large group had received incomplete immunization and physician coverage for crisis situations only. A small group was receiving optimal medical care and it was for the larger group that efforts were made to encourage health care and practices. Advice was given regarding the provision of care under various programs now available.

It was felt that some goals were being achieved, and that through continuous efforts the children and their parents would gain in their future health and well being -- essential components for education.

The two nurses assigned to pre-kindergartens interacted with the doctor, social worker, psychologist, speech therapist, and teachers. Nurses served as consultants and resource persons and acted as health counselors to teachers, parents and children.

Good health practices such as cleaning cuts and burns, care of teeth, and good nutritional habits were emphasized in the program.

Nurses were available for conferences concerning children's health when requested by either teachers or parents. All appointments were scheduled by nurses for pupils' physical examinations and they took health histories from parents at the time of examinations. Weekly conferences were set up which included the doctor, teachers, and nurse in which the results of pupils' physical examinations were studied and discussed.

Parents of children absent more than three days with an illness were contacted by phone or home visits. The nurses assisted the doctor with vision and hearing testing and worked on those referrals and follow-up of others such as cardiac, dental, and speech problems. The nurses had an important task in fostering preventive medicine and encouraged parents in seeking medical treatment for their children.

Nutritional Program. Another aspect of the pre-kindergarten program is that of nutritional development. A nutritious hot meal was served to each child at every session. Children that attended the morning sessions received breakfasts while the children in the afternoon sessions had lunch.

The primary objective of the nutritional program was to compensate for early deficiencies. During their meals children were provided with an excellent setting for socializing and language experiences. The teacher ate her meal at the table family style along with her children. Exchange of ideas, and experiences between the children and teacher took place during this time. Many of the children have learned to serve the amounts and choice of food that they desire themselves, teaching self-reliance. Acceptable table manners and habits of cleaning up afterwards have reasonably improved.

The children also use their mealtime experiences for peripheral knowledge such as learning about food, its importance, and how foods are prepared and processed. Many of the meals have ethnic origins so the children learn some geography as well. For each day of the week a different breakfast and lunch menu as well as a dinner suggestion to the parents was thoughtfully prepared with the hope that this would be a continuation of what the pre-kindergarten started during the day.

1.6 ANECDOTAL REMARKS

With the Prekindergarten Records of Individual Growth complete, anecdotal records were kept for each pupil enrolled in the Prekindergarten Program. The following are two specific cases:

CASE A.

Background

"... she is the second child of a family of four children. Mother and Father are both in the home. She came to the attention of the special services professionals in the program -- health, social worker, and psychologist. She was redirected easily when approached by an adult. She had a specific type of imitative behavior of younger siblings.

Evaluation Period of 9/68 to 2/69

"She became involved in most activities, especially those with malleable materials. She played alone for long periods of time.

"Speech patterns changed -- it was her habit to repeat words and phrases after teachers and peers. She spoke up boldly, except when regressing, and still enjoyed parrot-like activity of going to the table when it meant she could do finger plays. She did rhymes with the teacher and other children. Many aspects of her life make her a classic example of language deprivation.

Evaluation Period of 2/69 to 7/69

"Her new awareness has been one of the most exciting changes in prekindergarten. She enjoys many more activities, especially in art. She plays games with other children. She speaks spontaneously about her home, the things she likes, and has begun to ask questions about her surroundings, and her observations. Her physical coordination has improved, too. Much of her learning is still done by imitation, but now she seeks models among her peers, and specific individuals for friends. The turning point seemed to be her birthday party, when she said, 'I'm a big girl, I'm five.'"

CASE B.

Background

"... he lives with his parents and younger brother. Father is employed and attends school. Mother works 4:00 to 10:00 p.m., but spends much time working with both sons. He relates well to both parents and to his brother.

Evaluation Period of 9/68 to 2/69

"Skills and abilities: Exhibits exceptional coordination. Is able to 'make baskets' with a standard basketball and hoop, often three or four in succession. This ability transfers to other tasks that require fine hand-eye coordination -- table toys, art activities, buildings and assemblages. Loves outdoor play, has a great deal of energy. Plays best with boys. Enjoys building railroads and freeways. Does well at language games with his ability improving. Very shy when first at school. Speech now has some spontaneity. Used to speak in telegraphic sentences to adults.

Evaluation Period of 2/69 to 7/69

"He continues to grow outward and enjoys talking more to adults and peers. Mother's recent health problem made it difficult for her to travel back and forth, so he and his little brother joined the program for several weeks. This worked out fine and had a positive effect on the family. He has (developed) a strong sense of self-direction and easily finds things that hold his interest and enjoyment."

RECOMMENDATION

Continue and strengthen all phases of this component. Consideration should be given to expanding the program into more schools, and conducting it, not only as a full academic year program, but when it is possible, also as a summer school.

TABLE 1.1.1: FIRST TERM AND LAST TERM RATINGS ON THE PREKINDERGARTEN RECORD OF INDIVIDUAL GROWTH FOR TWO GROUPS OF PARTICIPANTS IN SEVEN ESEA TITLE I PREKINDERGARTEN CENTERS: ENROLLEES DURING THREE TERMS AND ENROLLEES DURING TWO TERMS

Source: The Prekindergarten Record of Individual Growth
Grade: Prekindergarten
Total: 30 Participants (Spring-Fall-Spring), and
287 Participants (Fall-Spring)
Dates: June, 1968 and June, 1969
February, 1969 and June, 1969

THREE TERMS
ENROLLEES DURING SPRING '68, FALL '68, AND SPRING '69

Prekindergarten Record of Individual Growth		Spring 1968 Rating			Spring 1969 Rating		
Score Rating	Descriptive Rating	Number	Per Cent	Cumulative Per Cent	Number	Per Cent	Cumulative Per Cent
5	Good	5	16.6	16.6	23	76.7	76.7
6	Fair	4	13.3	29.9	3	10.0	86.7
7	Fair	7	23.4	53.3	3	10.0	96.7
8	Fair	3	10.0	63.3	1	3.3	100.0
9	Fair						
10	Fair	8	26.7	90.0			
11	Poor						
12	Poor	3	10.0	100.0			
	Total	30			30		

TWO TERMS
ENROLLEES DURING BOTH FALL 1968 AND SPRING 1969

Prekindergarten Record of Individual Growth		Fall 1968 Rating			Spring 1969 Rating		
Score Rating	Descriptive Rating	Number	Per Cent	Cumulative Per Cent	Number	Per Cent	Cumulative Per Cent
5	Good	63	22.0	22.0	131	45.6	45.6
6	Fair	55	19.2	41.2	75	26.2	71.8
7	Fair	76	26.6	67.8	41	14.3	86.1
8	Fair	41	13.9	81.7	24	8.4	94.5
9	Fair	24	8.4	90.1	9	3.1	97.6
10	Fair	17	6.0	96.1	5	1.8	99.4
11	Poor	8	2.8	98.9	1	0.3	99.7
12	Poor	3	1.1	100.0	1	0.3	100.0
	Total	287			287		

TABLE 1.1.2: QUARTERLY STATUS ON TEACHER RATING SCALE FOR ESEA TITLE I PREKINDERGARTEN PARTICIPANTS IN THREE PREKINDERGARTEN CENTERS DURING SCHOOL YEAR 1968-69

Evaluative Instrument: Prekindergarten Teacher Rating Scale
Total: 56 Pupils
Dates: November 1968, January 1969, April 1969, and June 1969

Number and Cumulative Per Cent of Pupils Receiving Rating Score

Rating Scale Total Score	FIRST QUARTER September-November Number	FIRST QUARTER Cumulat. Per Cent	SECOND QUARTER December-January Number	SECOND QUARTER Cumulat. Per Cent	THIRD QUARTER February-April Number	THIRD QUARTER Cumulat. Per Cent	FOURTH QUARTER May-June Number	FOURTH QUARTER Cumulat. Per Cent
48*								
47	1	1.8	1	1.8	1	2.0	1	2.0
46								
45	1	3.6	1	3.6	2	6.0	2	6.0
44	2	7.1	3	9.0	4	14.0	4	14.0
43			2	12.5	1	16.0	2	18.0
42	3	12.5	1	14.3	2	20.0	3	24.0
41	1	14.3	1	16.1	4	28.0	5	34.0
40	1	16.1	2	19.6	2	32.0	5	44.0
39	2	19.6	5	28.5	4	40.0	5	54.0
38	3	25.0	6	39.2	4	48.0	9	72.0
37	7	37.5	3	44.6	6	60.0	5	82.0
36	3	42.9	5	53.5	2	64.0	5	92.0
35	4	50.0	4	60.6	5	74.0	1	94.0
34	2	53.5	1	62.4	5	84.0	1	96.0
33			3	67.8	2	88.0	2	100.0
32	1	55.3	6	78.5	3	94.0		
31	1	57.1	3	83.9	1	96.0		
30	3	62.5	4	91.0	1	98.0		
29	1	64.3	2	94.5				
28	2	67.8						
27	1	69.6	1	96.3				
26			1	98.1				
25	3	75.0			1	100.0		
24	3	80.4						
23	2	83.9	1	99.9				
22	3	89.3						
21								
20	1	91.1						
19	2	94.6						
18	3	100.0						
Number	56		56		50		50	
%iles								
75th	38		39		41		41	
50th	35		36		37		39	
25th	25		32		34		37	

* Maximum score on Teacher Rating Scale is 48

TABLE 1.1.3: COMPARATIVE STATUS IN READING READINESS AT END OF KINDERGARTEN (JAN. 1969) FOR SPRING 1969 GRADE LOW ONE PUPILS BETWEEN ESEA TITLE I PREKINDERGARTEN PARTICIPANTS AND NON-PARTICIPANTS

Tests: Metropolitan Readiness Tests, Form A
Grade: High Kindergarten
Total: 113 Participants and 50 Non-Participants
Dates: January, 1969

METROPOLITAN READINESS TESTS, FORM A

Total Raw Score Range	Equivalent Letter Rating	Equivalent Descriptive Rating	Per Cent of Pupils (National Norms)	Cumulative Per Cent (National Norms)	Prekindergarten Participants		
					Number	Per Cent	Cumulative Per Cent
76+	A	Superior	7	7	12	10.6	10.6
64-76	B	High Normal	24	31	29	25.7	36.3
45-63	C	Average	38	69	37	32.7	69.0
24-44	D	Low Normal	24	93	29	25.7	94.7
23-	E	Low	7	100	6	5.3	100.0
					113		
					Non-Participants		
76+	A	Superior	7	7	7	14.0	14.0
64-76	B	High Normal	24	31	9	18.0	32.0
45-63	C	Average	38	69	22	44.0	76.0
24-44	D	Low Normal	24	93	9	18.0	94.0
23-	E	Low	7	100	3	6.0	100.0
					50		

TABLE 1.1.4: COMPARATIVE RATING ON THE KINDERGARTEN RECORD OF INDIVIDUAL GROWTH FOR FALL 1968 GRADE LOW ONE PUPILS

BETWEEN ESEA TITLE I PREKINDERGARTEN PARTICIPANTS AND NON-PARTICIPANTS, AND BETWEEN PUPILS IN UNILINGUAL SCHOOLS AND PUPILS IN BILINGUAL SCHOOLS

Source: The Kindergarten Record of Individual Growth
Grade: High Kindergarten
Total: 134 Participants and 46 Non-Participants
Dates: May, 1968

Kindergarten Record of Individual Growth		ESEA TITLE I PREKINDERGARTEN PARTICIPANTS								
		Unilingual Schools			Bilingual Schools			Total		
Score Rating	Descriptive Rating	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
5	Good	31	30.7	30.7	16	48.5	48.5	47	35.1	35.1
6	Fair	20	19.8	50.5	5	15.2	63.7	25	18.7	53.8
7	Fair	11	10.9	61.4	4	12.1	75.8	15	11.2	65.0
8	Fair	16	15.9	77.3	5	15.2	91.0	21	15.7	80.7
9	Fair	9	8.9	86.2	3	9.0	100.0	12	8.9	89.6
10	Fair	13	12.9	99.1	0	0.0		13	9.7	99.3
11	Poor	0	0.0	99.1	0	0.0		0	0.0	99.3
12	Poor	1	0.9	100.0	0	0.0		1	0.7	100.0
13+	Poor	0	0.0		0	0.0		0	0.0	
		101			33			134		
		NON-PARTICIPANTS IN ANY TYPE OF PREKINDERGARTEN								
5	Good	6	15.4	15.4	4	57.1	57.1	10	21.7	21.7
6	Fair	5	12.8	28.2	0	0.0	57.1	5	10.9	32.6
7	Fair	7	17.9	46.1	0	0.0	57.1	7	15.2	47.8
8	Fair	5	12.8	58.9	1	14.3	71.4	6	13.0	60.8
9	Fair	4	10.3	69.2	1	14.3	85.7	5	10.9	71.7
10	Fair	3	7.7	76.9	1	14.3	100.0	4	8.7	80.4
11	Poor	6	15.4	92.3	0	0.0		6	13.0	93.4
12	Poor	1	2.6	94.9	0	0.0		1	2.2	95.6
13+	Poor	2	5.1	100.0	0	0.0		2	4.4	100.0
		39			7			46		

TABLE 1.1.5: COMPARATIVE STATUS IN READING READINESS AT END OF KINDERGARTEN (MAY 1968) FOR FALL 1968 GRADE LOW ONE PUPILS:

BETWEEN ESEA TITLE I PREKINDERGARTEN PARTICIPANTS AND NON-PARTICIPANTS, AND
BETWEEN PUPILS IN UNILINGUAL SCHOOLS AND PUPILS IN BILINGUAL SCHOOLS

Tests: Metropolitan Readiness Tests, Form A
Grade: High Kindergarten
Total: 231 Participants and 66 Non-Participants
Dates: June, 1968

METROPOLITAN READINESS TESTS, FORM A					ESEA TITLE I PREKINDERGARTEN PARTICIPANTS								
					Unilingual Schools			Bilingual Schools			Total		
Total Raw Score Range	Equivalent Letter Rating	Equivalent Descriptive Rating	Per Cent of Pupils (National Norms)	Cumulative Per Cent (National Norms)	Number	Per Cent	Cumul. Per Cent	Number	Per Cent	Cumul. Per Cent	Number	Per Cent	Cumul. Per Cent
76+	A	Superior	7	7	3	1.9	1.9	2	2.9	2.9	5	2.1	2.1
64-76	B	High Normal	24	31	29	17.9	19.8	13	18.8	21.7	42	18.2	20.3
45-63	C	Average	38	69	62	38.3	58.1	26	37.6	59.3	88	38.1	58.4
24-44	D	Low Normal	24	93	59	36.2	94.3	25	36.3	95.6	84	36.4	94.8
23-	E	Low	7	100	9	5.7	100.0	3	4.4	100.0	12	5.2	100.0
					162			69			231		

					NON-PARTICIPANTS IN ANY TYPE OF PREKINDERGARTEN								
76+	A	Superior	7	7	2	3.9	3.9	1	6.7	6.7	3	4.5	4.5
64-76	B	High Normal	24	31	5	9.8	13.7	1	6.7	13.4	6	9.1	13.6
45-63	C	Average	38	69	21	41.2	54.9	6	40.0	53.4	27	40.9	54.5
24-44	D	Low Normal	24	93	19	37.3	92.2	7	46.6	100.0	26	39.4	93.9
23-	E	Low	7	100	4	7.8	100.0	0	0.0		4	6.1	100.0
					51			15			66		

TABLE 1.1.6: COMPARATIVE STATUS ON TOTAL READING AND INTELLIGENCE TESTS AT THE END OF GRADE ONE (JANUARY 1969) FOR SPRING 1969 GRADE LOW TWO ESEA TITLE I PREKINDERGARTEN PARTICIPANTS AND NON-PARTICIPANTS

Tests: Stanford Reading Test, Primary I, Form W
Grade: High 1
Total: 77 Participants, 26 Non-Part.
Dates: January, 1969

	PREKINDERGARTEN PARTICIPANTS			NON-PARTICIPANTS		
Total Read. G.P.	Number	Per Cent	Cum. Per Cent	Number	Per Cent	Cum. Per Cent
2.5+	1	1.3	1.3			
2.4	1	1.3	2.6			
2.3						
2.2	1	1.3	3.9			
2.1	2	2.6	6.5			
2.0						
1.9	1	1.3	7.8			
1.8	6	7.8	15.6			
1.7	8	10.4	26.0	1	3.8	3.8
1.6	11	14.3	40.3	5	19.2	23.0
1.5	13	16.9	57.2	8	30.8	53.8
1.4	13	16.9	74.1	6	23.1	76.9
1.3	9	11.7	85.8	3	11.6	88.5
1.2	4	5.2	91.0	1	3.8	92.3
1.1	4	5.2	96.2	2	7.7	100.0
1.0	3	3.8	100.0			
Number	77			26		
%iles						
75th	1.7			1.5		
50th	1.5			1.5		
25th	1.3			1.4		

Tests: Lorge-Thorndike Intelligence Test, Primary I, Form A
Grade: High 1
Total: 74 Participants, 25 Non-Part.*
Dates: January, 1969

	PREKINDERGARTEN PARTICIPANTS			NON-PARTICIPANTS		
LTIT Score IQ	Number	Per Cent	Cum. Per Cent	Number	Per Cent	Cum. Per Cent
115+	2	2.7	2.7	1	4.0	4.0
114				1	4.0	8.0
113	5	6.8	9.5			
112						
111						
110	3	4.1	13.6			
109						
108						
107	2	2.7	16.3			
106	1	1.3	17.6	2	8.0	16.0
105	1	1.3	18.9			
104	2	2.7	21.6			
103	2	2.7	24.3			
102	3	4.1	28.4			
101	2	2.7	31.1			
100	7	9.5	40.6	2	8.0	24.0
99						
98	4	5.4	46.0	2	8.0	32.0
97	1	1.3	47.3			
96	6	8.2	55.5	2	8.0	40.0
95	1	1.3	56.8			
94	6	8.2	65.0	3	12.0	52.0
93						
92	2	2.7	67.7	1	4.0	56.0
91	4	5.4	73.1	2	8.0	64.0
90				1	4.0	68.0
89	2	2.7	75.8	2	8.0	76.0
88	2	2.7	78.5	1	4.0	80.0
87						
86				1	4.0	84.0
85	1	1.3	79.8			
84	1	1.3	81.1			
83	1	1.3	82.4			
82	4	5.4	87.8	1	4.0	88.0
81						
80 -	9	12.1	99.9	3	12.0	100.0
No.	74			25		
%iles						
75th	102			100		
50th	96			94		
25th	89			89		

*Intelligence test scores were not available for 3 participants and 1 non-participant

TABLE 1.1.7: COMPARATIVE STATUS ON TOTAL READING TEST AT END OF GRADE ONE (MAY 1968) FOR FALL 1968 GRADE LOW TWO PUPILS:

BETWEEN ESEA TITLE I PREKINDERGARTEN PARTICIPANTS AND NON-PARTICIPANTS, AND BETWEEN PUPILS IN UNILINGUAL SCHOOLS AND PUPILS IN BILINGUAL SCHOOLS

Tests: Stanford Reading Test, Primary I, Form W
Grade: High 1
Total: 127 Participants and 184 Non-Participants
Dates: May, 1968

ESEA TITLE I PREKINDERGARTEN PARTICIPANTS

	Unilingual Schools			Bilingual Schools			Total		
Total Read. G.P.	Number	Per Cent	Cumul. Per Cent	Number	Per Cent	Cumul. Per Cent	Number	Per Cent	Cumul. Per Cent
2.6+	1	1.3	1.3				1	0.8	0.8
2.5									
2.4									
2.3	3	4.0	5.3				3	2.4	3.1
2.2				3	5.8	5.8	3	2.4	5.5
2.1	1	1.3	6.7				1	0.8	6.3
2.0									
1.9	3	4.0	10.7	5	9.6	15.4	8	6.3	12.6
1.8	2	2.7	13.3	5	9.6	25.0	7	5.5	18.1
1.7	7	9.3	22.7	5	9.6	34.6	12	9.4	27.6
1.6	9	12.0	34.7	15	28.9	63.5	24	18.9	46.5
1.5	12	16.0	50.7	9	17.3	80.8	21	16.5	63.0
1.4	14	18.7	69.3	7	13.5	94.2	21	16.5	79.5
1.3	10	13.4	82.7				10	7.9	87.4
1.2	7	9.3	92.0	2	3.8	98.1	9	7.1	94.5
1.1	6	8.0	100.0	1	1.9	100.0	7	5.5	100.0
Number	75			52			127		
%iles	75th	50th	25th	75th	50th	25th	75th	50th	25th
	1.6	1.5	1.3	1.8	1.6	1.5	1.7	1.5	1.4

NON-PARTICIPANTS IN ANY TYPE OF PREKINDERGARTEN

2.6+				2	7.2	7.2	2	1.1	1.1
2.5	1	0.6	0.6				1	0.5	1.6
2.4	1	0.7	1.3				1	0.5	2.2
2.3				1	3.6	10.7	1	0.5	2.7
2.2	1	0.6	1.9	1	3.6	14.3	2	1.1	3.8
2.1									
2.0				3	10.7	25.0	3	1.6	5.4
1.9	4	2.6	4.5				4	2.2	7.6
1.8	1	0.6	5.1				1	0.5	8.2
1.7	10	6.4	11.5	3	10.7	35.7	13	7.1	15.2
1.6	32	20.5	32.1	7	25.0	60.7	39	21.2	36.4
1.5	24	15.4	47.4	1	3.6	64.3	25	13.6	50.0
1.4	29	18.6	66.0	3	10.7	75.0	32	17.4	67.4
1.3	19	12.2	78.2	3	10.7	85.7	22	12.0	79.3
1.2	15	9.6	87.8	2	7.1	92.9	17	9.3	88.6
1.1	19	12.2	100.0	2	7.1	100.0	21	11.4	100.0
Number	156			28			184		
%iles	75th	50th	25th	75th	50th	25th	75th	50th	25th
	1.6	1.4	1.3	2.0	1.6	1.4	1.6	1.5	1.3

TABLE 1.1.8: COMPARATIVE STATUS ON TOTAL INTELLIGENCE TEST AT END OF GRADE ONE (MAY 1968) FOR FALL 1968 GRADE LOW TWO PUPILS:

BETWEEN ESEA TITLE I PREKINDERGARTEN PARTICIPANTS AND NON-PARTICIPANTS, AND BETWEEN PUPILS IN UNILINGUAL SCHOOLS AND PUPILS IN BILINGUAL SCHOOLS

Tests: Lorge-Thorndike Intelligence Test, Primary 1
Grade: High 1
Total: 126 Participants and 177 Non-Participants
Dates: May, 1968

	Prekindergarten Participants						Non-Participants					
	Unilingual		Bilingual		Total		Unilingual		Bilingual		Total	
LTIT Score (IQ)	Number	Cum. Per Cent	Number	Cum. Per Cent	Number	Cum. Per Cent	Number	Cum. Per Cent	Number	Cum. Per Cent	Number	Cum. Per Cent
115+	6	7.9	7	13.8	13	10.4	14	9.3	4	15.2	18	10.3
114												
113	1	9.2			1	11.2						
112							1	10.0			1	10.9
111												
110	1	10.5	2	17.7	3	13.6	5	13.3			5	13.7
109	5	17.2	1	19.7	6	18.4						
108												
107	3	21.2	4	27.5	7	23.9	7	17.9			7	17.7
106	1	22.5			1	24.7			1	19.0	1	18.3
105	2	25.2	1	29.5	3	27.1	3	19.9			3	20.0
104	3	29.2	3	35.4	6	31.9	1	20.6			1	20.6
103	1	30.5	4	43.2	5	35.9	1	21.3			1	21.2
102			3	49.1	3	38.3	2	22.6	1	22.8	3	22.9
101	3	34.5	1	51.1	4	41.5	1	23.3			1	23.5
100	4	39.8	3	57.0	7	47.0	4	25.9			4	25.7
99	2	42.5	1	59.0	3	49.4	2	27.2			2	26.8
98			1	61.0	1	50.2	2	28.5	2	30.5	4	29.0
97	1	43.8	1	63.0	2	51.8	3	30.5	3	42.0	6	32.4
96	3	47.8			3	54.2	4	33.1	2	49.7	6	35.8
95	2	50.5			2	55.8	6	37.1			6	39.2
94	3	54.5	2	66.9	5	59.8	6	41.1	3	61.2	9	44.3
93	1	55.8	4	74.7	5	63.8	3	43.1			3	46.0
92	7	65.1	2	78.6	9	70.9	3	45.1	1	65.0	4	48.2
91	2	67.8	1	80.6	3	73.3	3	47.1			3	49.9
90			1	82.6	1	74.1	3	49.1	1	68.8	4	52.1
89	3	71.8	2	86.5	5	78.1	7	53.7	1	72.6	8	56.6
88	3	75.8	1	88.5	4	81.3	5	57.0			5	59.4
87												
86	5	82.5	1	90.5	6	86.1	6	61.0			6	62.8
85	3	86.5	3	96.4	6	90.9	5	64.3			5	65.6
84	1	87.7			1	91.7	2	65.6	1	76.4	3	67.3
83	2	90.5	1	98.4	3	94.1	7	69.7			7	71.3
82	1	91.8			1	94.9	1	70.4	1	80.2	2	72.4
81	2	94.5			2	96.5	3	72.4	1	84.0	4	74.6
80	1	95.8			1	97.3	6	76.4	1	87.8	7	78.6
79	1	97.1			1	98.1	1	77.1			1	79.2
78	1	98.4			1	98.9	3	79.1			3	80.9
77							4	81.7			4	83.1
76	1	99.7			1	99.7	3	83.7	1	91.6	4	85.3
75							2	85.0			2	86.4
74							1	85.7			1	87.0
73							3	87.7			3	88.8
72												
71												
70-			1	100.4	1	100.5	18	99.6	2	99.3	20	100.0
Number	75		51		126		151		26		177	
%iles												
75th	105		107		105		100		98		100	
50th	95		101		98		89		94		90	
25th	88		92		89		80		84		80	

TABLE 1.1.9: COMPARATIVE STATUS ON TOTAL READING TEST AT END OF GRADE ONE (MAY 1968) FOR SPRING 1969 GRADE HIGH TWO PUPILS:

BETWEEN ESEA TITLE I PREKINDERGARTEN PARTICIPANTS AND NON-PARTICIPANTS, AND BETWEEN PUPILS IN UNILINGUAL SCHOOLS AND PUPILS IN BILINGUAL SCHOOLS

Tests: Stanford Reading Test, Primary II, Form W
Grade: High 2
Total: 85 Participants and 86 Non-Participants
Dates: May, 1969

ESEA TITLE I PREKINDERGARTEN PARTICIPANTS

Total Read. G.P.	Unilingual Schools			Bilingual Schools			Total		
	Number	Per Cent	Cumul. Per Cent	Number	Per Cent	Cumul, Per Cent	Number	Per Cent	Cumul. Per Cent
3.2+	2	4.7	4.7	3	7.1	7.1	5	5.9	5.9
3.1									
3.0	1	2.3	7.0	1	2.4	9.5	2	2.4	8.3
2.9				1	2.4	11.9	1	1.2	9.5
2.8	1	2.3	9.3	3	7.1	19.0	4	4.6	14.1
2.7	1	2.3	11.6	4	9.5	28.5	5	5.9	20.0
2.6				3	7.1	35.6	3	3.5	23.5
2.5	4	9.3	20.9	3	7.1	42.7	7	8.2	31.7
2.4	1	2.3	23.2				1	1.2	32.9
2.3	2	4.7	27.9	4	9.5	52.2	6	7.1	40.0
2.2	1	2.3	30.2	1	2.4	54.6	2	2.4	42.4
2.1	3	7.0	37.2	3	7.1	61.7	6	7.1	49.5
2.0	3	7.0	44.2	2	4.8	66.5	5	5.9	55.4
1.9	4	9.3	53.5	3	7.1	73.6	7	8.2	63.6
1.8	4	9.3	62.8	6	14.4	88.0	10	11.7	75.3
1.7	7	16.3	79.1	2	4.8	92.8	9	10.5	85.8
1.6	5	11.6	90.7	1	2.4	95.2	6	7.1	92.9
1.5	2	4.7	95.4				2	2.4	95.3
1.4	1	2.3	97.7	2	4.8	100.0	3	3.5	98.8
1.3	1	2.3	100.0				1	1.2	100.0
Number	43			42			85		
%iles	75th	50th	25th	75th	50th	25th	75th	50th	25th
	2.3	1.9	1.7	2.7	2.3	1.9	2.5	2.1	1.8

NON-PARTICIPANTS IN ANY TYPE OF PREKINDERGARTEN

Total Read. G.P.	Unilingual Schools			Bilingual Schools			Total		
	Number	Per Cent	Cumul. Per Cent	Number	Per Cent	Cumul, Per Cent	Number	Per Cent	Cumul. Per Cent
3.2+	3	4.1	4.1				3	3.4	3.4
3.1									
3.0	1	1.4	5.5				1	1.2	4.6
2.9	1	1.4	6.9				1	1.2	5.8
2.8									
2.7									
2.6	2	2.7	9.6	1	7.7	7.7	3	3.4	9.2
2.5	1	1.4	11.0				1	1.2	10.4
2.4				1	7.7	15.4	1	1.2	11.6
2.3									
2.2	1	1.4	12.4	1	7.7	23.1	2	2.3	13.9
2.1	3	4.1	16.5	1	7.7	30.8	4	4.7	18.6
2.0	6	8.2	24.7	2	15.4	46.2	8	9.3	27.9
1.9	8	11.0	35.7	2	15.4	61.6	10	11.6	39.5
1.8	17	23.2	58.9	2	15.4	77.0	19	22.1	61.6
1.7	12	16.4	75.3	3	23.0	100.0	15	17.4	79.0
1.6	7	9.6	84.9				7	8.2	87.2
1.5	4	5.5	90.4				4	4.7	91.9
1.4	4	5.5	95.9				4	4.7	96.6
1.3	3	4.1	100.0				3	3.4	100.0
Number	73			13			86		
%iles	75th	50th	25th	75th	50th	25th	75th	50th	25th
	2.0	1.8	1.7	2.2	1.9	1.8	2.0	1.8	1.7

TABLE 1.2.1: NUMBERS AND HOURS OF PARENT PARTICIPATION AT SEVEN ESEA TITLE I PREKINDERGARTEN CENTERS, BY MONTH, FROM SEPTEMBER 1968 THROUGH APRIL 1969

Prekdgn Center	CALENDAR MONTHS								
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	8-Mon. Totals
Center # 1									
No. of Parents	5	43	10	27	17	30	27	34	193
No. of Hours	9	18	8	6	13	29	24	21	128
Center # 2									
No. of Parents	7	33	31	26	0	12	6	31	146
No. of Hours	14	63	42	36	0	20	10	53	238
Center # 3									
No. of Parents	0	14	12	24	13	6	18	0	87
No. of Hours	0	35	20	24	33	15	29	0	156
Center # 4									
No. of Parents	108	74	62	57	81	79	81	109	651
No. of Hours	173	141	124	119	193	175	183	256	1364
Center # 5									
No. of Parents	47	26	85	50	43	19	31	54	355
No. of Hours	84	49	145	63	58	31	70	63	563
Center # 6									
No. of Parents	86	46	42	62	55	0	185	236	712
No. of Hours	138	102	100	62	129	0	260	272	1063
Center # 7									
No. of Parents	93	47	48	30	23	27	34	58	360
No. of Hours	66	57	48	15	21	33	35	42	317
MONTHLY TOTALS									
No. of Parents	346	283	290	276	232	173	382	522	2504
No. of Hours	484	465	487	325	447	303	611	707	3829

Parent participation continued through May and June, but data were not available for inclusion in this summary.

TABLE 1.2.2: PARENT INVOLVEMENT ACTIVITIES IN SELECTED CLASSES AT THREE FALL 1968 ESEA TITLE I PREKINDERGARTENS FOR THE PERIOD FROM SEPTEMBER, 1968 THROUGH APRIL, 1969

Parent Involvement Activities	Frequency of the Activity During the Period	Average No. of Parents Participating at Each Activity
Prekindergarten 1.		
Field trips	18	9
Parent meetings	9	10
Conferences with teachers	5	1
Cooking	2	2
Birthday parties	5	5
Coffee hour	2	10
San Francisco City College class	2	5
Assistance to doctor and nurse during pupil physical exams	20	1
Classroom participation	5	1
Prekindergarten 2.		
Field trips	4	4
Walking trips	20	4
Bus rides	10	3
Parents brought displays to the classroom	20	2
Parent observation and participation	40	5
Parent brought in visiting community people	40	4
Parent coffee hour	10	6
Birthday parties	5	5
Open house	1	14
Parent conferences	20	2
Parent posed as Santa Claus	1	1
Prekindergarten 7.		
Making aprons for pupils	1	5
Field trips	3	6
Birthday parties	4	5
Walking trip	1	1
Visiting classroom	5	6
Cooking	1	5
Pupils' physical examinations	10	20
Attended a lecture	1	4
Conferences with teacher	4	2
Parent meetings	6	30

TABLE 1.4.1: ESEA TITLE I PREKINDERGARTEN FIELD TRIPS 1968-69

SCHOOL	PURPOSE OF TRIP	DESTINATION	DATE
Sunnydale	Digging in the sand, picnicking and wading	Aquatic Park	10/ 3/68
John Swett	Feed birds and ducks, identify and see plants	Golden Gate Aboretum	10/ 9/68
Commodore Stockton	Experience with a large, open, natural area	Speedway Meadows	10/16/68
Dudley Stone	Digging in the sand and wading	Aquatic Park	10/16/68
Sunnydale	A trip across a bridge and sensorial contact with animals	Oakland Baby Zoo	10/17/68
Hunters Point I	Identification of animals	San Francisco Zoo	10/18/68
Commodore Stockton	Experience with a large, open, natural area	Speedway Meadows	10/23/68
John Swett	Identification of fish	Aquarium	10/24/68
John Swett	Wading and sand-digging	Marina Beach	10/25/68
Dudley Stone	Selecting and buying pumpkins for Halloween	Farmer's Market (a.m.)	10/29/68
Hawthorne	Selecting and buying pumpkins for Halloween	Farmer's Market (p.m.)	10/29/68
Commodore Stockton	Wading and sand-digging	Marina Beach	10/30/68
Hunters Point I	Selecting and buying pumpkins for Halloween	Farmer's Market (a.m.)	10/30/68
Hunters Point I	Selecting and buying pumpkins for Halloween	Farmer's Market (p.m.)	10/30/68
John Swett	Selecting and buying pumpkins for Halloween	Farmer's Market	10/30/68
Commodore Stockton	A contrasting beach trip	Ocean Beach	11/ 6/68
Commodore Stockton	Identification of animals	San Francisco Zoo	11/20/68
Sunnydale	Personal contact with baby animals	Storyland	11/21/68

TABLE 1.4.1:
(Continued)

SCHOOL	PURPOSE OF TRIP	DESTINATION	DATE
Hunters Point I	Identification of animals	San Francisco Zoo	11/22/68
John Swett	Identification of animals	San Francisco Zoo	11/26/68
Raphael Weill	Selecting and buying fruits and vegetables for cooking and food projects	Farmer's Market	11/26/68
Sunnydale	Identification of fish	Aquarium	12/ 5/68
Hunters Point I	Visit to major sites at park	Golden Gate Park	12/10/68
John Swett	Identification of animals	San Francisco Zoo	12/10/68
Hunters Point I	Picnic including the parents	Sigmund Stern Grove	12/13/68
John Swett	Identification of fish	Aquarium	1/29/69
Raphael Weill	Identification of animals	San Francisco Zoo	2/18/69
Dudley Stone	Identification of animals	San Francisco Zoo	2/27/69
John Swett	Selecting and buying fruits and vegetables for fruit and vegetable projects	Farmer's Market	3/ 4/69
John Swett	Personal contact with pets, reptiles, mammals	Junior Museum	3/ 5/69
Dudley Stone	Identification of animals	San Francisco Zoo	3/ 5/69
Dudley Stone	Unit M fire station	Fireman's School (Shotwell)	3/19/69
Hawthorne	Picnic and use of wide range of jungle gym equipment in a big, open area	Children's Playground at Golden Gate Park	3/19/69
Sunnydale	Picnic and use of wide range of jungle gym equipment in a big, open area	Children's Playground at Golden Gate Park	3/20/69
Commodore Stockton	Experience with a large, open, natural area	Speedway Meadows	3/26/69
Dudley Stone	Feed birds, and ducks, identify and see plants	Golden Gate Park Aboretum	4/ 9/69
Hunters Point I	Personal contact with pets, reptiles, mammals	Junior Museum	4/11/69

TABLE 1.4.1:
(Continued)

SCHOOL	PURPOSE OF TRIP	DESTINATION	DATE
Dudley Stone	Identification of fish	Aquarium	4/16/69
John Swett	Identification of animals	San Francisco Zoo	4/16/69
Hunters Point I	Personal contact with pets, reptiles, mammals	Junior Museum	4/17/69
John Swett	Wading and sand-digging	Marina Greens(beach)	4/22/69
Commodore Stockton	Identification of animals	San Francisco Zoo	4/23/69
Dudley Stone	Wading and sand-digging	Marina Greens(beach)	4/30/69
Sunnydale	A trip across a bridge and sensorial contact with animals	Fairyland, Oakland	5/ 1/69
Hawthorne	Picnic and use of wide range of jungle gym equipment in a big, open area	Children's Playground at Golden Gate Park	5/ 5/69
Commodore Stockton	Identification of animals	San Francisco Zoo	5/ 7/69
Dudley Stone	Identification of fish	Aquarium	5/14/69
Sunnydale	A trip across a bridge and sensorial contact with animals	Oakland Baby Zoo	5/15/69
Raphael Weill	A contrasting beach and ocean experience	Thornton State Beach	5/21/69
Commodore Stockton	A contrasting beach and ocean experience	San Francisco Beach	5/21/69
Hunters Point I	Picnic and use of wide range of jungle gym equipment in a big, open area	Children's Playground at Golden Gate Park	5/23/69
Raphael Weill	A contrasting beach and ocean experience	Thornton State Beach	5/28/69
Dudley Stone	Experience with a large, open, natural area	Speedway Meadows	5/29/69

TABLE 1.4.1:
(Continued)

SCHOOL	PURPOSE OF TRIP	DESTINATION	DATE
Sunnydale	Actual experience with riding a train; included a picnic at the park	Train trip to San Mateo Sequoia Stages pick-up	6/ 5/69
Hunters Point I	Actual experience with riding a train; included a picnic at the park	Train trip to Burlingame Sequoia Stages pick-up	6/ 6/69
Dudley Stone	Experience with a large, open, natural area	Speedway Meadows	6/11/69
Hunters Point I	Actual experience with riding a train; included a picnic at the park	Train trip to Burlingame Sequoia Stages pick-up	6/12/69
Hunters Point I	A contrasting beach	Phelan Beach	6/26/69
Hunters Point I	A contrasting beach and ocean experience	Beach, Sloat Blvd.	6/27/69

TABLE 1.5.1: SOURCES OF MEDICAL CARE AND HEALTH REFERRALS MADE FOR PRE-KINDERGARTENS FOR THE PERIOD FROM OCTOBER 21, 1968 TO JUNE 30, 1969

	Number of Children by Pre-Kindergarten Centers							
Sources of Medical Care	Sunnydale	Hunters Point	Raphael Weill	John Swett	Dudley Stone	Hawthorne	Commodore Stockton	Total
Private Physician	16	13	7	11	28	29	63	167
Private Physician under A.F.D.C.	15	12	6	10	9	10	0	62
Hospital Clinics	4	19	5	21	31	18	8	106
Referrals Made								
To Private and Public Medical Care	6	5	5	5	6	5	7	39
To Social Services	0	0	2	0	4	2	1	9
To Dental Services	9	8	5	16	26	28	30	122
To Vision Services	5	10	6	3	4	10	4	42
To Audiology Services	3	1	0	6	6	6	3	25
To Speech Services	1	3	1	1	2	0	0	8
To Psychological Services	1	2	2	1	2	3	0	11
Total	60	73	39	74	118	111	116	591

TABLE 1.5.2: MEDICAL STATISTICS FROM SEVEN PRE-KINDERGARTENS FOR THE PERIOD FROM OCTOBER 21, 1968 TO JUNE 30, 1969

	Pre-Kindergarten Centers							
Medical Statistics	Sunnydale	Hunters Point	Raphael Weill	John Swett	Dudley Stone	Hawthorne	Commodore Stockton	Total
Examinations given	22	40	20	37	63	60	76	318
Orthopedic problems detected	3	4	3	3	10	11	15	49
Cardiac problems detected	0	3	3	3	9	6	7	31
Skin problems detected	3	12	3	7	15	5	29	74
Ear, Nose, Throat, problems	11	21	6	10	16	16	15	95
Dental problems	9	16	6	17	28	28	36	140
Respiratory problems	1	4	1	2	1	7	5	21
Abdomen problems	1	4	3	6	4	2	4	24
Genitalia problems	2	2	2	1	2	8	9	26
Vision problems	5	10	6	13	4	10	4	42
Hearing problems	3	1	0	6	6	6	3	25
Speech problems	5	4	3	3	6	4	0	25
Alergy problems	2	8	3	6	14	10	18	61
Nutrition problems	3	3	3	1	6	10	11	37
Convulsions problems	1	0	0	1	3	0	0	5
Behavioral problems	6	1	2	4	11	10	11	45
Tuberculin tests	2	25	8	11	23	38	33	140
Totals	79	158	72	121	221	231	276	1158

CHAPTER 2

INTENSIVE SERVICES

ELEMENTARY PROGRAM

The elementary ESEA Title I Program provided intensive services for the fiscal year of September 1, 1968 through August 31, 1969. The estimated cost of this component involving 3,350 elementary pupils in nine elementary schools was $1,115,240 at a cost of $301.00 per pupil per year.

Objectives.

To improve children's verbal functioning

To improve classroom performance in reading beyond usual expectations

To improve children's self-image

To improve and increase the children's attention span

To improve children's non-verbal functioning

To increase their expectations of success in school

To improve the children's emotional and social stability and/or that of their families

To improve classroom performance in other skill areas beyond usual expectations

To provide racially and ethnically integrated educational experiences

To change (in a positive direction) their attitudes toward school and education

To improve performance as measured by standardized achievement tests

To improve children's average daily attendance

To reduce the rate and severity of disciplinary problems

Participating Schools. Six of the elementary schools selected for participation in the component include those ranked as the top six in eligibility by the following adverse factors:

Percentage of students on Aid to Families with Dependent Children (AFDC)

Below grade level reading achievement

Transiency

Minority status

Bilingualism

Median year of schooling

Median family income

The three other schools included in the component were Commodore Stockton, which had the highest percentage of bilingual students, and Dudley Stone and Hawthorne, which had been receiving saturation services from 1966 through 1968. At least one intensive services school was located in each of the five target areas.

In three of the selected elementary schools, because of the space needs of the pre-kindergarten program and lowered class size, some intermediate pupils were bused to ten receiving schools that had available space.

Participating Pupils. In the nine elementary target area schools and the ten receiving schools, approximately 3,350 pupils participated in one or more of the intensive service activities funded under Title I.

In the nine target area elementary schools, 720 pupils with reading disabilities were served in depth in compensatory reading classes. Selection of pupils for compensatory classes was based on teacher judgment, cumulative records and test results. Enrollment was recommended for pupils with a group test IQ score of 80 or above who were one or more years retarded in reading and related language skills and who showed promise of improving as a result of more individualized instruction. Compensatory reading classes at the receiving schools provided additional reading instruction to 624 pupils.

The staff development specialists and the guiding teachers intensified instruction for 1,645 pupils and their teachers; teacher aides worked in the classrooms providing assistance to 650 pupils; speech specialists gave intensive speech and language instruction to 253 pupils; social workers and psychologists gave service to 696 pupils; 127 pupils utilized the two study center facilities on a regular basis; 387 fifth graders participated in an outdoor education experience; and most pupils went on one or more field trips.

Participating Personnel. To provide special help for pupils underachieving in reading, 22 compensatory teachers served the nine identified schools and the ten receiving schools.

Five schools designated as intensive service or Pattern A schools had a concentration of guiding teachers to work with classroom teachers. Each of the five schools had one school staff development specialist and four guiding teachers. Each guiding teacher worked with approximately six classroom teachers over the period of a school year. The distribution of guiding teachers was as follows:

One for kindergarten and grade one

One for grades two and three

Two for grades four, five and six

The staff development specialist coordinated the program elements and gave assistance to guiding teachers and other program staff.

A social worker and a psychologist acting as a team for the five schools provided diagnostic and therapeutic help to pupils and served as resource persons for the school staffs.

Four schools designated as special service or Pattern B schools included a staff development specialist who served as a resource teacher for the school. He had the responsibility of coordinating the Title I services and worked with a few teachers in the same manner in which the guiding teachers functioned in the Pattern A schools.

Each of the four Pattern B special service schools had the services of a full-time speech therapist and a half-time social worker.

All nine schools received services from librarians, community teachers, and teacher aides, and had a special budget for supplies and enrichment. The following chart summarizes the number of personnel assigned to each elementary school in the intensive service component.

ADDITIONAL STAFF PROVIDED TO TITLE I ELEMENTARY INTENSIVE SERVICE SCHOOLS

Pattern A Schools	Compensatory Reading Teachers	Guiding Teachers	Staff Development Specialist	Community Teacher	Social Worker	Psychologist	Librarian	Teacher Aide	Speech Therapist	Study Center Teachers	Clerk
Bessie Carmichael/Lincoln	1	4	1	1/5	1/5	1/5	2/5	4	District		1
Commodore Stockton	2	4	1	1/5	1/5	1/5	1	4	District		1
Golden Gate	2	4	1	1/5	1/5	1/5	2/5	4	District		1
Jedediah Smith	2	4	1	1/5	1/5	1/5	2/5	4	District		1
Marshall & Annex	1	4	1	1/5	1/5	1/5	1	4	District		1
Pattern B Schools											
Dudley Stone	1	0	1	1	1	District	2/5	3	1		
Hawthorne	1	0	1	1	1	District	2/5	3	1	2	
Hunters Point I and II	1	0	1	1	1	District	2/5	3	1	2	
John Swett	1	0	1	1	1	District	2/5	3	1		
Ten Receiving Schools	10	0	0	**	District	District	District	0	District		
Total	22	20	9		5	1	5	32	4		

** Service from Pattern B Community Teacher

Staff Development Specialists and Guiding Teachers. The core idea of the staff development specialist and guiding teacher concept was to provide continuous in-service education for the staff as well as direct service to pupils according to the unique needs of each school.

The staff development specialist in each of the five Plan A intensive service schools coordinated the ESEA services provided to his school, and also functioned as a liaison between the intensive services personnel and school administration and faculty. He provided opportunities for the guiding teachers to select areas of curriculum and to plan innovative techniques to achieve the goals of the intensive programs established for his particular school. He coordinated the teacher aide program by providing on-site in-service training for the aides. In each school the assignment of aides to the classroom was made by the principal and the guiding teachers cooperatively.

The guiding teachers were involved with the development and implementation of the program. They served as resource persons and worked intensively with classroom teachers. To insure effective utilization of their services, the guiding teachers worked individually with classroom teachers to develop specific plans for increasing teaching effectiveness. They introduced, shared, and demonstrated techniques and materials to classroom teachers.

The staff development specialist in the four Plan B special service schools coordinated and implemented the Title I program. He coordinated the program elements provided to his school and gave direct assistance to classroom teachers. A major part of his time was spent working directly with teachers to intensify the on-going program and to upgrade techniques in the areas of reading and language arts.

The design and activities of the intensive service program for each school were unique. Specific plans and practices were determined by the characteristics of the pupils and personnel of each school. All of the schools had the following general elements in common in the intensive services programs:

1. Development of intensive services program elements into a coordinated, concentrated effort to benefit individual pupils

2. Leadership for initiating educational changes to meet the needs of disadvantaged pupils

3. Introduction and dissemination of innovative and effective techniques for motivation of disadvantaged pupils

4. Incorporation of diagnosis of individual strengths and weaknesses of pupils into the on-going instructional program

Compensatory Reading Classes. The compensatory reading teachers provided special in-depth help to children underachieving in reading and related language arts skills. Because the compensatory teacher worked with 5 groups of 12 children for approximately an hour daily, it was possible for the teacher to identify specific disabilities in reading, speaking, writing, and listening and to devote special attention to the needs of the individual pupils. The language experience approach to reading, particularly helpful in increasing motivation, was one successful teaching pattern used in compensatory classes. Children shared experiences through enrichment activities, use of resource persons, multi-media equipment and materials, community resources, and the ingenuity of the teacher. From these experiences came natural oral language which was channeled into effective, motivated writing of experience stories and, consequently, into reading.

Teacher Aides. In the nine intensive service elementary schools, a total of 32 teacher aides provided valuable services to classroom teachers in their instructional program. At least half of the aides in each school resided in the target area. Some of the aides were drawn from the two-year Teacher Assistant Preparation Program at City College of San Francisco. In-service training of aides was provided by school site ESEA personnel and the Compensatory Education Office.

One aide was assigned to the kindergarten teacher in each school to provide a lower adult-pupil ratio for the younger children, some of whom had attended pre-kindergarten where the adult-pupil ratio was quite low. Working with small groups of children in performing an activity, helping children individually with their work, simply being the extra adult in the classroom, were among the most worthwhile functions of the aides.

ASSIGNMENTS OF TEACHER AIDES AT ESEA TITLE I ELEMENTARY SCHOOLS

Schools	Staff Members To Whom Aides Were Assigned				
Pattern A (Intensive Services)	Kindergarten Teachers	Staff Dev. Specialists	Primary Guid. Teacher	Int. Guid. Teacher	Total
Bessie Carmichael/ Lincoln	1	1	1	1	4
Commodore Stockton	1	1	1	1	4
Golden Gate	1	1	1	1	4
Jed. Smith & Annex	1	1	1	1	4
Marshall & Annex	1	1	1	1	4
Pattern B (Spec. Services)			Compensatory Teacher		
D. Stone	1	1	1		3
Hawthorne	1	1	1		3
Hunters Pt. I & II	1	1	1		3
John Swett	1	1	1		3
TOTALS	9	9	9	5	32

Outdoor Education. The San Francisco Unified School District contracted with the Marin County School District for a joint ten-week experience in outdoor education. Each week, approximately 45 fifth graders from San Francisco and 50 sixth graders from Marin County participated in the program.

The Marin County School District provided food and lodging, insurance, field instruction, and cabin instruction. The San Francisco Unified School District's responsibilites included an on-site director, counseling, pupil supervision, transportation arrangements and cost, and camping equipment.

The resident staff at the Outdoor School was responsible for all the necessary services, including instruction. The children participating were given the pre-program instruction and information necessary for a successful outdoor experience by a San Francisco resource teacher. The program began in March and ended in June, 1969.

The five intensive service schools selected for the program represented a cross section of San Francisco racial and ethnic groups.

There was no cost to the children participating in the program. The children's classroom teachers were encouraged to observe for a day or participate for the week. The budget allotted for the program was $20,200.00 for 370 pupils, a cost of $54.60 per pupil for the five-day session.

One main purpose of the outdoor school was to provide opportunities for worthwhile learning, through direct observation and real experiences in natural surroundings, in basic sciences, in language arts, mathematics, conservation, reforestation, and in good manners and other related activities as well. The other main purpose was to provide a racially and ethnically integrated educational experience.

The outdoor education program at Camp Redwood Glen was under the direction of a Marin County director who had responsibility for the organization of all activities, including cabin cleanliness, food serving, clean-up, and recreational activities. Resident teachers, naturalists, cabin counselors, dietitians, a school nurse, and emergency medical aid services were provided.

Student activities included experiences in the science workshop, the museum, the forest community, the chaparral community, the meadow community and the riparian community.

In visiting the forest community, for example, pupils learned about the different types of trees, shrubs and herbs that grow in a forest. They examined and discussed the characteristics of hardwood and softwood trees and the effects of termites, molds, fungi and fire on forest life.

Speech Development and Correction. Direct, intensive speech and language therapy services were provided for 283 pupils with communication disorders in the four special service schools. The comprehensive services of a full-time speech and hearing specialist at each of the four schools included identification and assessment of pupils with communication impairment. Direct speech and language therapy was provided to the identified pupils. Consultation services were provided by the speech and hearing specialist for parents, school staff and health agency personnel regarding communication impairments of specific pupils and also the general communication needs of all children in the special service schools.

The purposes of the program were to provide speech, language, and hearing services for the identified children, to contribute to the effectiveness of school personnel in identifying and treating special learning problems, and to assist in improving oral communication, which directly affects reading and writing skills.

All kindergarten and first grade pupils, as well as all pupils new to the school, were screened by the speech and hearing specialist in order to identify children with communication disorders. Classroom teachers, administrators, ancillary school personnel, and parents also referred children for speech and language screening. In addition the speech specialists observed pre-kindergarten children to determine their communication needs.

Pupils selected for direct therapy were scheduled for 20 to 60 minute speech and language therapy sessions on an individual and/or group basis, two or three times per week. Pupils selected for special services either had disordered communication in both "home" and "school" languages or had experienced difficulty in learning the standard American-English dialect. Continuing therapy attempted to involve the ethnic, social, cultural, emotional, and linguistic background of each child.

The speech and hearing specialists served as resource persons by providing school personnel with information related to speech, language, and hearing, including current educational research and instructional materials related to perception and communication. Demonstrations of current techniques of speech, language, and listening instruction provided additional in-service training for the staff.

The specialists participated in regularly scheduled staff meetings with the social worker, the administrator, the teacher, the community teacher, the nurse, the psychologist, and often the doctor, when their participation could be helpful to particular children.

A typical week for a speech and hearing specialist was as follows:

School	Working with Pupils	Working with Teachers	Parent Conference	Planning & Diagnosis
Hawthorne	73%	11%	10%	6%
Hunters Point I and II	70%	10%	10%	10%
Dudley Stone	70%	15%	7%	8%
John Swett	76%	2%	6%	16%

This year, much of the resource service formerly provided by the speech and hearing specialist to the classroom teacher was channeled through the staff development specialist. The unique background in speech and language of the staff development specialist at John Swett School enabled the speech and hearing specialist in that school to spend a larger proportion of her time with pupils.

Social Workers and Psychologists. The services of social workers and psychologists were provided in concentrated form to the nine elementary schools. In each of the five Plan A intensive service schools, a social worker and a psychologist functioned as a team one day a week. In the four Plan B special service schools, a half-time social worker served the schools.

The social worker/psychologist personnel provided counseling and diagnostic and therapeutic help for students and served as resource persons for school staff in matters requiring their expertise.

Case conferences involving school administration, faculty, other ESEA personnel, and community representatives, insured coordinated services and communication. In addition, group meetings with staff development specialists and guiding teachers focused on the larger problems of urban education. In all nine schools these activities eventuated in direct service to children and their families designed to carry out the specific plans which emerged from the case conferences.

Section Evaluation Strategy

2.1 Study of characteristics of Elementary ESEA Target Schools: their background, classes, teachers, attitudes and achievement based on Survey of Compensatory Education for the United States Office of Education, June, 1968.

2.2 All pupils in ESEA Target and Receiving Schools were given the Stanford Reading Test in May, 1968. In May, 1969 the same pupils were retested with the same instrument. Only those pupils who took both the pre-test and the post-test were included in the analyses of scores. The following analyses were made:

a. Pupils participating in pull-out compensatory reading classes compared with a companion group (pupils eligible for compensatory reading classes, but not receiving service) in:

    1. Intensive service schools
    2. Special service schools
    3. Receiving schools
    4. All participating schools combined

b. Pupils receiving intensive services from the staff development specialists and/or the guiding teachers compared with a companion group (pupils, attending schools of similar socio-economic level, and having classroom teachers with the same number of years of teaching experience as the intensive service classroom teachers).

Section	Evaluation Strategy (cont'd)
2.3	Longitudinal study of effects of pull-out compensatory reading classes based on the Ginn Series Oral Paragraph Reading Test (all compensatory reading participants)
2.4	Longitudinal study of effects of pull-out compensatory reading classes based on Stanford Reading Test and Lorge-Thorndike Intelligence Tests (third, fifth, and sixth grades)
2.5	An opinion survey (pre and post) to all principals and classroom teachers to determine the effects of the several elements that make up the intensive service component
2.6	A questionnaire (pre and post) to fifth grade pupils to measure changes in attitude and expectation
2.7	A questionnaire to aides and teachers to determine types and effectiveness of aide service
2.8	An informational field trip form to describe and determine effects of the enrichment experience
2.9	A questionnaire to fifth grade pupils who participated in the outdoor education program, their teachers and parents to determine their opinions of the value of the program and their attitudes toward it
2.10	A study of speech and hearing services in four ESEA schools compared to other schools
2.11	Anecdotal records and contact records of social workers and psychologists assigned to ESEA schools
2.12	Pupil participation in study center program

2.1 CHARACTERISTICS OF SAN FRANCISCO ELEMENTARY PUPILS IN ESEA TARGET AREA SCHOOLS: THEIR BACKGROUND, CLASSES, TEACHERS, ATTITUDES, AND ACHIEVEMENT

Evaluation. A considerable effort was expended by the ESEA Evaluation Team in collecting the data requested by the April 1968 Survey of Compensatory Education for the United States Office of Education. The following study interprets the data collected.

This study is based on a twenty per cent sample of ESEA Target Area Schools in grades two, four, and six, selected as directed by the Survey of Compensatory Education.

Purpose. During the spring semester of the 1967-68 school year, the United States Office of Education required a selected group of school districts having ESEA Title I compensatory programs to submit responses to extensive questionnaires designed by its staff. This survey represented a nationwide effort to accumulate data "to identify those program elements which insure the greatest effectiveness in compensatory education, to discover if some types of compensatory efforts are effective with some kinds of children, but not with others, and to determine if there are new approaches that have been overlooked."

Schools. From among the elementary schools in which ESEA Title I funds were being expended by the San Francisco Unified School District, the Office of Education named the following 21 schools to be included in the survey:

Anza
Bessie Carmichael
Bret Harte
Bryant
Commodore Stockton
Daniel Webster
Dudley Stone
Garfield
Hawthorne
Hunters Point I
Hunters Point II
I.M. Scott
Jedediah Smith
Jedediah Smith Annex
John McLaren
John Muir
Lincoln
Marshall
Marshall Annex
Raphael Weill
Sir Francis Drake

The federal agency also designated the grades to be included (H2, H4, and H6) and the manner of selecting the pupils on whom reports were to be based. For example, for classes enrolling 24 to 27 pupils, the teacher was requested to complete survey forms on the pupils listed 3rd, 8th, 13th, 18th, and 23rd in her roll book. Among the 21 designated schools are a few which do not have all three of the specified grades.

Forms. Reported in the accompanying tables are two elements of the national survey:

Pupil Information Form		Tables
Part One:	Personal and Family Characteristics	2.1.1-2.1.3
Part Two:	Pupil Participation in Compensatory Programs	2.1.4
Part Three:	Standardized Test Performance	2.1.5
Part Four:	Pupil Behaviors	2.1.6-2.1.8
Teacher Information Form		
Teacher and Classroom Characteristics		2.1.9-2.1.14

Interpretation. It is evident that classroom teachers were called upon by the survey to provide estimates on family characteristics of their pupils for which they lacked valid information. Examples of such inquiries are those pertaining to family income, parental education, and parental occupational classifications. Items of this nature within the report must be interpreted with great caution.

Interpretation of the tables must also recognize that the response of teachers was not complete for every item. The per cents of responses entered in the tables were based on the total number of possible responses rather than the total of actual replies.

Summary. There follow summary statements which attempt to call attention to the main finding for each questionnaire item and provide reference to the table for detail.

Table	Item	Summary Observation
2.1.1	2	Male and female pupils are equally represented in the survey sample, and therefore presumably equally involved in compensatory programs.
	4	About 60 per cent of the pupils were absent less than eleven days during the year, and 40 per cent were absent eleven or more days.
	5	About three-fourths of the total pupil absences were reported by teachers to be due primarily to illness.
	6	Some 80 to 90 per cent of the pupils were enrolled in the same school from September to the time of the survey (late May).
	7	Despite semi-annual promotion, about 50 per cent of the H2 and H4 pupils and 75 per cent of the H6 pupils had the same classroom teacher for the entire school year.
	8	The heads of households for about 50 per cent of the pupils were laborers and domestic or semi-skilled workers, as estimated by classroom teachers; "no present occupation" was reported for about 25 per cent.
	9	Classroom teachers often could not judge the yearly family income of their pupils' households, but estimated that about one-third of the family incomes were in the $3,000 to $6,000 range.
	10	Some 50 to 60 per cent of the fathers were reported to be engaged in full-time steady employment, with 20 per cent (H2) to 36 per cent (H6) of the fathers either deceased or not in the home.
	11	About 25 per cent of the mothers were reported to be engaged in full-time steady employment, and about 15 per cent worked part-time.
2.1.2	12	About 30 per cent of the pupils lived in homes having four or fewer persons, about 40 per cent having five or six persons, and about 20 per cent having seven to ten persons.
	13	While teachers could not estimate the educational level of the fathers of about 20 per cent of their pupils, they did report that about 30 per cent probably completed no more than the eighth grade, about 40 per cent completed high school or had some high school education, and and about 10 per cent had some post high school education.

Table	Item	Summary Observation
2.1.2	14	Teachers made estimates of the educational level of the mothers of their pupils which were highly similar to those estimates made for the fathers.
	15	For about two-thirds of their pupils teachers reported that either an adult or a teenager was at home in the afternoon after the school day "most of the time."
	16	For 80 to 90 per cent of their pupils teachers indicated that an adult was at home in the evening "most of the time."
	17	About two-thirds of the pupils lived in neighborhoods which were a mixture of residential and commercial or industrial.
	18	Some 60 to 80 per cent of the pupils lived in neighborhoods primarily composed of "run-down multi-family dwellings."
	19	The two most frequent types of teacher-parent communication, each applicable to about 20 per cent of the pupils, were teacher-initiated communication concerning academic progress and discussion at meetings of school organizations. Comparing teacher-initiated and parent-initiated communication, the former type is approximately three times more frequent. Comparing academic progress and behavior, little difference is observed in the frequency of these two contents for communication.
2.1.3	20	According to classroom teachers, parents of about one-third of the pupils expect their child to be "near the top of his class," while somewhat greater proportions expect only that the child "pass this grade."
	21	Some 85 to 90 per cent of parents do communicate with the teacher when the teacher so requests.
	22	Teachers, particularly at grades H4 and H6, are not well-informed about the educational experiences of their pupils prior to grade one; they report that about three-fourths of the pupils did attend kindergarten. Children with Prekindergarten and Head Start experiences have not yet reached grade H2.
	23	About 50 per cent of the sampled pupils are reported as Negro, in contrast to 29 per cent of the entire Elementary Division pupil population in 1967-68; the percentages of sampled pupils reported as Oriental and as of Spanish descent are much more similar to those in the entire Elementary Division, 15 and 14 per cent respectively.
	24	According to teachers, considering the attitude of their pupils, about one-third will not graduate from high school; interestingly, the higher the grade taught, the more likely is the teacher to judge that pupils will not finish high school.
	25	According to teachers, considering the ability of their pupils, slightly larger percentages of pupils will graduate from high school and enter college; again, the higher the grade taught, the more likely is the teacher to judge that pupils will not finish high school. Pupil attitude is judged to be somewhat more limiting with respect to further education than is pupil ability.

Table	Item	Summary Observation
2.1.3	26	About one-third of the pupils came from homes in which a language other than English is spoken.
	27	Gradual loss of foreign language fluency on the part of pupils appears to be indicated by the decline from 22 per cent of pupils speaking languages learned out of school in grade H2, to 13 per cent in grade H4 and to 11 per cent in grade H6.
	28	About one-half of the pupils had attended no school other than the one of May 1968, enrollment, and about one-fifth had attended no more than one other school.
2.1.4	IA	About one-third of the pupils were instructed in groups of 16 to 25 pupils, and the remaining two-thirds in groups of 26 or more pupils.
	IB	About 87 per cent of grade H2 pupils, 78 per cent of grade H4 pupils, and 71 per cent of grade H6 pupils were in groups having two instructors or tutors, typically the teacher and a teacher's aide.
	IC	About 95 per cent of the pupils received 25 or more weeks of instruction in compensatory programs during 1967-68, probably indicating involvement for the entire school year.
	ID	The number of hours per week of instruction in compensatory education programs varied considerably among the three grades sampled; while about three-fourths of grade H2 pupils had five to ten hours per week, approximately two-thirds of grades H4 and H6 pupils had less than five hours per week.
	II	Almost all pupils at H4 and H6, and three-fourths of the pupils at H2, were reported to have participated in cultural enrichment as part of the compensatory experience.
	III.1	Teachers could not respond concerning physical deficiencies for large numbers of their pupils, but estimated that 30 to 50 per cent had received some diagnostic or correctional service, almost entirely through District-provided sources.
	III.2 & III.3	According to the teachers, the help received by pupils with respect to physical deficiencies was largely restricted to examinations, with less than ten per cent receiving any treatment or therapy.
	IV.1 & IV.2	Only about ten per cent of the pupils had participated in any program for treating social, emotional or disciplinary problems, such service being about equally divided between District-provided and compensatory services. Such services were principally counselling with parents.
	V.	Less than ten per cent of the pupils had, to the knowledge of the teachers, participated in a Summer 1967 academic program.
2.1.5		The effect of compensatory programs upon standardized reading test performance was obtained. The median (50th %ile) gain in reading was less than the number of school months elapsing between pre-test and post-test, the closest approximation to month-for-month gain occuring at grade H6.

Table	Item	Summary Observation
2.1.5		There was less gain at the 25th percentile than at the median, and less at the median than at the 75th percentile. However, at grades H2 and H4 the gain at the 75th percentile fell one or two months short of the elapsed time between testings.
2.1.6 2.1.7 2.1.8		The effect of compensatory programs upon behavior was solicited from teachers. Teachers of grade H4 rated their pupils highest in behaviors at the beginning of the school year and also at the end of the year; teachers of grade H6 rated their pupils lowest both at the beginning and at the end; teachers of grade H2 held the intermediate position in this respect.
		At the beginning, among the fourteen pupil behaviors listed, grade H4 pupils rated below "average" (3.0) on four behaviors, grade H2 pupils on eight, and grade H6 pupils on eleven. At the end, grade H6 pupils had been accorded the greatest gain in ratings with only one behavior still rated below "average." Grade H2 and grade H4 pupils, at the end, rated below "average" in two behaviors.
	1	Pupils received the highest ratings among the fourteen behaviors, at both points in time and at all three grade levels, in "taking care in handling school property."
	2	"Showing responsibility in completing assignments" was, at all three grades, a behavior on which about 15 per cent of pupils were rated "far below average;" however, sufficient gain had taken place during the year that at the end pupils at each grade rated at least "average."
	3	Being "alert and wide awake in class" produced about average ratings and showed some gain for each grade level.
	4	Pupils in grades H2 and H4 received high ratings, before and after, in demonstrating "healthy curiosity," while pupils in grade H6 had somewhat lower ratings in this characteristic.
	5	"Showing interest in learning new materials" produced ratings quite similar to those reported for the preceding item.
	6	"Relating effectively to adults in school" was the behavior receiving the second highest ratings across the grades.
	7	Substantial per cents of pupils at each grade received "below average" and "far below average" ratings on "works well with other pupils in group assignments;" again, the higher the grade level, the lower the before and after rating average.
	8	"Understanding oral instructions" received "average" ratings at the beginning with small gain at the end; across the three grades this behavior was the most consistent of those positively rated.
	9 and 10	"Understands written instructions" and "is able to solve arithmetic problems" are the two behaviors receiving the lowest ratings, both before and after, and for all three grades; these two items produced high per cents of "far below average" ratings even though some gain was evident.

Table	Item	Summary Observation
2.1.6 2.1.7 2.1.8	11	The item "is able to express himself in oral recitation" produced a pattern of consistent and appreciable gain, among the highest gains for grades H2 and H6.
	12	Teacher ratings on "pupil's participation and cooperation are sought by classmates," bordering on "average" at grade H2, were somewhat less favorable at grade H4 and even less favorable at grade H6; at the end of the year, pupils in grade H6 had their lowest rating in this behavior and pupils in grade H4 had their second lowest rating.
	13 and 14	"Is responsive to your questions in class" and "works diligently on classroom tasks" had somewhat similar early ratings which were slightly below "average," with final ratings rather substantially above "average;" Item 14 was among those exhibiting the most gain at grades H2 and H6.
2.1.9	1	Among the 66 classroom teachers responding to the survey, only eight were males; seven of the eight males taught in grade H6.
	2	The lower the grade level taught,the fewer were the years of teaching experience; about one-fourth of H2 and H4 teachers, and about one-tenth of H6 teachers, had less than three years of experience. One-half of the 22 teachers reporting ten years or more were at grade H6.
	3	Related to the findings above, the lower the grade level taught the fewer were the years of experience in the school of 1967-68 assignment; of the 21 teachers who had been in the same school for six years or more, eleven were in grade H6. Fourteen teachers were spending their first year in the school being reported.
	4	Bachelor's degree plus 30 semester hours or master's degree was reported as the highest earned college degree for 50 to 60 per cent of teachers at each grade.
	5	Nineteen of the 66 teachers rated their undergraduate colleges among the top ten per cent academically; about 70 per cent of the teachers rated their colleges among the top thirty per cent.
	6	Only eleven of the 66 teachers indicated that any other teacher had taken over their classroom for as much as two consecutive weeks during the year.
	7	Almost one-half (32) of the teachers had not had the services of a non-certificated aide, while 28 teachers reported the assistance of an aide part time.
2.1.10	8	Only fourteen teachers held certification at any level below the highest offered in California.

Table	Item	Summary Observation
2.1.10	9	Only two teachers reported that they resided in the attendance area of the school in which they taught.
	10	Of the 66 teachers, ten reported that they were Negro, and seven that they were Oriental.
	11a	In October, the most frequent (24) class size of participating pupils was within the 27-29 range; in April, there was greater spread in class size, the ranges of 24-26, 27-29, and 30-32 being about equally represented in frequency.
	11b 11c	Fifteen classes had no new pupils added between October and April, and nine classes had no pupils leaving. An additional 32 classes had one to six pupils added, and an additional 37 classes had one to six pupils removed.
	12	Ten teachers reported that specialist teacher(s) came into the classroom occasionally to assist with the entire class.
2.1.11	13	Thirteen indicated that they were not the only teachers teaching the whole class
	14	Seven stated that their classes were organized for team teaching.
	15	Twenty-one teachers reported that pupils from their classes and at least one other class were grouped by ability for one or more subjects.
	16	Thirteen teachers recorded that pupils were assigned to their classes by ability or achievement level.
	17	Only one teacher (H6) indicated a departmentalized instructional program.
	19	One-sixth of the classes involved combinations of two or more half-grades.
	20	Two-thirds to three-fourths of the grade level teachers reported that the pupils in the survey sample were typical in academic performance of most of the pupils they had in class.
2.1.11 2.1.12	21	This item was among the more difficult ones for teacher response, and the results are further confused by the grouped-per cent format of the responses. Forty teachers indicated that none of their pupils came from homes of professional and managerial workers. In rough summarization, it appears that the households of one-fourth of the pupils were classified in each of these four categories: skilled, semi-skilled, non-skilled, and welfare or unemployed.

Table	Item	Summary Observation
2.1.12 2.1.13	22	This item was also difficult for teachers and produced results uncertain of meaning. Forty-two teachers stated that no heads of households from which their pupils came had completed college. Typically, the highest educational level appeared to be somewhere above eighth grade but short of high school graduation.
	23	Asked what proportion of the pupils in their classes were members of certain minority groups, 36 teachers indicated that 70 per cent or more of their pupils were Negro, nine teachers indicated 70 per cent or more were Oriental, and twelve teachers indicated 70 per cent or more were of Mexican descent.
2.1.14	24	Only four of the 66 classes had less than three-quarters of their pupils in compensatory reading programs; 25 of the 29 grade H2 classes had more than three-quarters of their pupils also in compensatory arithmetic, English usage, and other academic programs. About one-third of the grade H4 and H6 classes were similarly involved in programs other than reading.
	25	Only one class was reported to have programs before or after school hours; all other programs were conducted during the regular school day.

2.2 STANDARDIZED READING TEST EVALUATION OF 1968-69 TITLE I PROGRAM

Improvement of reading skills among elementary school participants in the 1968-69 ESEA Title I Program was evaluated by means of two administrations of the Stanford Reading Tests. For base-line (pre-program) data the May 1968 test results were used, while the data for reading progress came from the May 1969 testing. Comparisons between pre- and post-program status by grade level were made according to statistical characteristics of the groups, in terms of the 75th, 50th, and 25th percentiles of the score distributions.

For each of the grade levels except one, test results for companion groups were available. However, these companion groups may not be viewed as "controls" or comparisons since these non-participating pupils were generally less disadvantaged and educationally deficient than the ESEA program participants.

Among the eight groups reported, seven were within the public elementary schools and one represented the participating non-public schools.

In addition to the breakdown by grade level and by participant or companion groups, the reading growth of pupils is displayed according to type of program conducted by the school. Described in detail in the first section of this chapter, the programs are labeled in the charts and tables as follows:

1. Compensatory Reading Program
    a. Plan A Schools
    b. Plan B Schools
    c. Receiving Schools
    d. All Schools (a + b + c)
2. Comprehensive Program -- Intensive Services
3. Compensatory Reading and Intensive Services

In keeping with its specifications, the State Office of Compensatory Education was provided with complete distributions of pre- and post-test reading scores. Copies of these score distributions are presented in Tables 2.2.1 through 2.2.53 in the appendix at the end of this chapter.

Within each score distribution three grade placement equivalents were located:

1) the grade placement at or above which the highest scoring one-fourth of participants scored (75th percentile);
2) the grade placement which divided the upper half of scores from the lower half (50th percentile);
3) the grade placement at or below which the lowest scoring one-fourth of participants scored (25th percentile).

The great volume of test data contained in these tables has been summarized in four charts incorporated in this text. Pre- and post-test medians and quartiles and their differences have been brought together for easier reference: medians, or 50th percentiles in Summary Chart B, 75th percentiles in Summary Chart C, and 25th percentiles in Summary Chart D.

The differences, indicating reading improvement during 1968-69 in terms of school years of test score change, which were obtained in Summary Charts B, C, and D were classified in three ranges in Summary Chart A:

Post-Test Score Equivalent Is Higher Than Pre-Test Score Equivalent By

1.0 school year or more
0.5 school year to 0.9 school year inclusive
0.0 school year to 0.4 school year inclusive

There was no instance of negative difference, or loss, during 1968-69.

As posted in Section I, Summary Chart A, for ESEA Title I participants there were 105 differences among all programs, including

21 for Plan A Schools (seven grade groups times three percentiles)
15 for Plan B Schools (five grade groups times three percentiles)
18 for Receiving Schools (six grade groups times three percentiles)
24 for All Schools (eight grade groups times three percentiles)
15 for Comprehensive Program -- Intensive Service (five grade groups times three percentiles)
12 for Compensatory Reading and Intensive Service (four grade groups times three percentiles)

For companion pupils there were 60 differences, including

15 in Plan A Schools (five grade groups times three percentiles)
9 in Receiving Schools (three grade groups times three percentiles)
21 in All Schools (seven grade groups times three percentiles)
15 in Comprehensive Program -- Intensive Service (five grade groups times three percentiles)

In Section II, Summary Chart A, the pre-test versus post-test differences for the 35 grade groups for participants and 20 grade groups for companions are presented by median and quartile. In Section III of the chart the same differences are summarized by grade level groupings.

Summary Chart	Item	Summary
A	I	ESEA Title I elementary program participants gained one year or more in reading between May, 1968 and May, 1969 at 46 per cent of the medians and quartiles, compared with only 40 per cent for the companion groups.
	I1b I1c I1d	In the compensatory reading program, a gain of one year or more was recorded at 60 per cent of the medians and quartiles in the Plan B schools, 56 per cent in the Receiving Schools and 24 per cent in the Plan A schools.

Summary Chart	Item	Summary (cont'd)
A	I 2	In the intensive services program a gain of one year or more was recorded at 73 per cent of the medians and quartiles. The gains ranged from 1.0 to 1.7 years for one year of instruction.
A	II	For participating pupils the per cent of medians and quartiles showing gains of one year or more is highest at the lowest quarter (25th percentile) and lowest at the highest quarter (75th percentile). In contrast, for companion groups the highest per cent is found at the highest quarter (75th percentile).
A	III	Among the eight individual grade levels at which pre-test and post-test results were available, three levels (H3-H4, L4-L5, and H4-H5) had gains of one year or more at 50 per cent or more of their medians and quartiles. Each of these three grade levels involved the Stanford Primary II pre-test and the Stanford Intermediate I post-test, raising an unanswered question about the possible contribution of this change in test level to the findings.
B,C,D	2	The intensive services program had the most consistent gains with eleven groups of the total 15 groups reported making gains of 1.0 to 1.7 years in one year of instruction. The companion groups had only three groups of the 15 groups reported making gains of 1.0 to 1.3 years.
		Of the eight grade levels at which pre-test and post-test results were available, the fifth graders at the Plan A schools showed the greatest gains at the medians and quartiles.
C	2	The fifth grade participants in the intensive service program made a gain of 1.7 years in one year of instruction (75th percentile).
B	3	The fifth grade participants in compensatory reading and intensive services made a gain of 1.5 years in one year of instruction (50th percentile).
D	2	The fifth grade participants in compensatory reading and the intensive services program made a gain of 1.4 years in one year of instruction (25th percentile).

Findings have been made available to program designers in the District and will be shared with other school districts throughout the nation. Report sessions will be held with school-site personnel involved in ESEA program activities.

SUMMARY CHART A: PRE-TEST (MAY 1968) VERSUS POST-TEST (MAY 1969) MEDIANS AND QUARTILES ON STANFORD READING TEST FOR ESEA TITLE I PARTICIPANTS AND COMPANION GROUPS IN SEVEN PUBLIC AND ONE NON-PUBLIC ELEMENTARY GRADE LEVELS, BY PROGRAM

Post-Test Score Equivalent Is Higher Than Pre-Test Score Equivalent By:

	ESEA Title I Participants				Companion Groups			
	Possible No.	1.0 Yr. or More	0.5 Yr. to 0.9 Yr.	0.0 Yr. to 0.4 Yr.	Possible No.	1.0 Yr. or More	0.5 Yr. to 0.9 Yr.	0.0 Yr. to 0.4 Yr.
I ALL GRADE LEVELS	105*	48	45	12	60*	24	26	10
1. Compensatory Reading								
a. Plan A Schools	21	5	15	1	15	9	4	2
At 75th%ile	7	1	6	0	5	4	1	0
At 50th%ile	7	2	5	0	5	2	2	1
At 25th%ile	7	2	4	1	5	3	1	1
b. Plan B Schools	15	9	3	3				
At 75th%ile	5	4	0	1				
At 50th%ile	5	2	2	1				
At 25th%ile	5	3	1	1				
c. Receiving Schools	18	10	5	3	9	5	2	2
At 75th%ile	6	3	3	0	3	2	0	1
At 50th%ile	6	3	2	1	3	2	1	0
At 25th%ile	6	4	0	2	3	1	1	1
d. All Schools Total	24	7	14	3	21	7	9	5
At 75th%ile	8	2	5	1	7	2	4	1
At 50th%ile	8	3	4	1	7	2	3	2
At 25th%ile	8	2	5	1	7	3	2	2
2. Comprehensive Program-Intens. Serv.	15	11	4	0	15	3	11	1
At 75th%ile	5	3	2	0	5	3	1	1
At 50th%ile	5	4	1	0	5	0	5	0
At 25th%ile	5	4	1	0	5	0	5	0
3. Compensatory Reading & Intens. Serv.	12	6	4	2				
At 75th%ile	4	1	2	1				
At 50th%ile	4	2	2	0				
At 25th%ile	4	3	0	1				
II ALL GRADE LEVELS								
At 75th%ile	35	14	18	3	20	11	5	4
At 50th%ile	35	16	16	3	20	6	11	3
At 25th%ile	35	18	11	6	20	7	9	4
III INDIVIDUAL GRADE LEV.								
H1 - H2	6	0	4	2	3	0	0	3
H2 - H3	18	1	10	7	9	0	4	5
H3 - H4	18	14	4	0	12	6	5	1
L4 - L5	15	8	6	1	9	5	4	0
H4 - H5	18	15	3	0	12	9	3	0
L5 - L6	15	4	9	2	3	1	2	0
H5 - H6	12	6	6	0	9	3	5	1
(Non-Pub.)H5 - H6	3	0	3	0	3	0	3	0

* Sum of the underlined numbers in the column

SUMMARY CHART B: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) MEDIANS ON STANFORD READING TEST FOR ESEA TITLE I PARTICIPANTS AND COMPANION GROUPS IN SEVEN PUBLIC SCHOOL AND ONE NON-PUBLIC SCHOOL GRADE LEVELS, BY TYPE OF ESEA PROGRAM

	San Francisco Unified School District							Non-Public
Pre-Test Grade: Post-Test Grade:	H1 (1.8) H2 (2.8)	H2 (2.8) H3 (3.8)	H3 (3.8) H4 (4.8)	L4 (4.3) L5 (5.3)	H4 (4.8) H5 (5.8)	L5 (5.3) L6 (6.3)	H5 (5.8) H6 (6.8)	H5 (5.8) H6 (6.8)
Pre-Test Lev. & Form: Post-Test Lev. & Form:	P I W P II W	P II W P II X	P II X Int.IX	P II W Int.IX	P II Y Int.IX	Int.IY Int.IIY	Int.IW Int.IIY	Int.IX Int.IIW
TYPE OF PROGRAM								
1. Compensatory Reading								
a. Plan A Schools								
No. of Participants	(35)	(56)	(57)	(33)	(85)	(32)	(63)	
Pre-Test Median	1.4	1.8	2.3	2.7	2.8	3.1	3.1	
Post-Test Median	2.0	2.5	3.2	3.7	3.6	3.9	4.1	
Difference	+ .6	+ .7	+ .9	+1.0	+ .8	+ .8	+1.0	
No. of Companions		(25)	(21)	(17)	(33)		(19)	
Pre-Test Median		1.8	2.0	2.3	2.6		3.1	
Post-Test Median		2.0	3.1	3.2	3.5		4.1	
Difference		+ .2	+1.1	+ .9	+ .9		+1.0	
b. Plan B Schools								
No. of Participants		(38)	(16)	(10)	(27)		(11)	
Pre-Test Median		1.8	2.0	2.4	2.7		3.1	
Post-Test Median		2.2	3.3	3.0	3.6		4.4	
Difference		+ .4	+1.3	+ .6	+ .9		+1.3	
c. Receiving Schools								
No. of Participants		(27)	(23)	(32)	(96)	(15)	(70)	
Pre-Test Median		1.8	2.2	2.5	2.7	3.6	3.8	
Post-Test Median		2.6	3.3	3.7	3.8	3.9	4.6	
Difference		+ .8	+1.1	+1.2	+1.1	+ .3	+ .8	
No. of Companions			(10)		(19)		(15)	
Pre-Test Median			2.9		2.7		5.0	
Post-Test Median			4.1		3.8		5.6	
Difference			+1.2		+1.1		+ .6	
d. Total Schools								
No. of Participants	(48)	(121)	(96)	(75)	(208)	(47)	(144)	(67)
Pre-Test Median	1.4	1.8	2.1	2.6	2.7	3.2	3.3	4.1
Post-Test Median	1.8	2.4	3.2	3.5	3.7	3.9	4.3	4.9
Difference	+ .4	+ .6	+1.1	+ .9	+1.0	+ .7	+1.0	+ .8
No. of Companions	(31)	(38)	(35)	(27)	(56)		(35)	(42)
Pre-Test Median	1.4	1.8	2.2	2.5	2.6		3.8	4.7
Post-Test Median	1.8	2.0	3.2	3.3	3.7		4.6	5.5
Difference	+ .4	+ .2	+1.0	+ .8	+1.1		+ .8	+ .8
2. Comprehensive Program-Intensive Services								
No. of Participants		(51)	(80)	(12)	(51)	(44)		
Pre-Test Median		2.4	3.0	2.0	3.7	3.9		
Post-Test Median		2.9	4.1	3.4	4.8	5.2		
Difference		+ .5	+1.1	+1.4	+1.1	+1.3		
No. of Companions		(65)	(79)	(23)	(57)	(42)		
Pre-Test Median		1.8	2.8	2.8	3.2	3.9		
Post-Test Median		2.4	3.3	3.5	4.0	4.8		
Difference		+ .6	+ .5	+ .7	+ .8	+ .9		
3. Compensatory Reading & Intensive Services								
No. of Participants		(20)	(22)		(20)	(21)		
Pre-Test Median		1.9	2.2		2.1	3.0		
Post-Test Median		2.5	3.2		3.6	3.9		
Difference		+ .6	+1.0		+1.5	+ .9		

SUMMARY CHART C: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) 75th%ILES ON STANFORD READING TEST FOR ESEA TITLE I PARTICIPANTS AND COMPANION GROUPS IN SEVEN PUBLIC SCHOOL AND ONE NON-PUBLIC SCHOOL GRADE LEVELS, BY TYPE OF ESEA PROGRAM

	San Francisco Unified School District							Non-Public
Pre-Test Grade:	H1 (1.8)	H2 (2.8)	H3 (3.8)	L4 (4.3)	H4 (4.8)	L5 (5.3)	H5 (5.8)	H5 (5.
Post-Test Grade:	H2 (2.8)	H3 (3.8)	H4 (4.8)	L5 (5.3)	H5 (5.8)	L6 (6.3)	H6 (6.8)	H6 (6.
Pre-Test Lev. & Form:	P I W	P II W	P II X	P II W	P II Y	Int. IY	Int. IW	Int. IX
Post-Test Lev. & Form:	P II W	P II X	Int. IX	Int. IX	Int. IX	Int. IIY	Int. IIY	Int. IIW
TYPE OF PROGRAM								
1. Compensatory Reading								
a. Plan A Schools								
No. of Participants	(35)	(56)	(57)	(33)	(85)	(32)	(63)	
Pre-Test 75th%ile	1.5	1.9	2.7	3.0	3.1	3.5	3.6	
Post-Test 75th%ile	2.4	2.7	3.5	4.0	4.0	4.2	4.3	
Difference	+ .9	+ .8	+ .8	+1.0	+ .9	+ .7	+ .7	
No. of Companions		(25)	(21)	(17)	(33)		(19)	
Pre-Test 75th%ile		1.9	2.2	2.5	3.0		3.4	
Post-Test 75th%ile		2.4	3.4	3.7	4.0		4.4	
Difference		+ .5	+1.2	+1.2	+1.0		+1.0	
b. Plan B Schools								
No. of Participants		(38)	(16)	(10)	(27)		(11)	
Pre-Test 75th%ile		1.9	2.4	2.9	3.0		3.4	
Post-Test 75th%ile		2.9	3.8	3.2	4.2		4.7	
Difference		+1.0	+1.4	+ .3	+1.2		+1.3	
c. Receiving Schools								
No. of Participants		(27)	(23)	(32)	(96)	(15)	(70)	
Pre-Test 75th%ile		2.2	2.4	2.8	3.2	3.9	4.5	
Post-Test 75th%ile		2.8	3.7	4.0	4.6	4.5	5.2	
Difference		+ .6	+1.3	+1.2	+1.4	+ .6	+ .7	
No. of Companions			(10)		(19)		(15)	
Pre-Test 75th%ile			3.3		3.2		5.5	
Post-Test 75th%ile			4.3		4.2		5.8	
Difference			+1.0		+1.0		+ .3	
d. Total Schools								
No. of Participants	(48)	(121)	(96)	(75)	(208)	(47)	(144)	(67)
Pre-Test 75th%ile	1.5	1.9	2.6	3.0	3.1	3.7	3.9	5.0
Post-Test 75th%ile	1.9	2.8	3.6	3.9	4.2	4.2	4.8	5.7
Difference	+ .4	+ .9	+1.0	+ .9	+1.1	+ .5	+ .9	+ .7
No. of Companions	(31)	(38)	(35)	(27)	(56)		(35)	(42)
Pre-Test 75th%ile	1.5	1.9	2.8	2.6	3.1		4.8	5.7
Post-Test 75th%ile	1.9	2.4	3.9	3.8	4.1		5.5	6.4
Difference	+ .4	+ .5	+ .9	+1.2	+1.0		+ .7	+ .7
2. Comprehensive Program-Intensive Services								
No. of Participants		(51)	(80)	(12)	(51)	(44)		
Pre-Test 75th%ile		2.8	3.5	3.0	4.2	4.5		
Post-Test 75th%ile		3.4	4.9	3.8	5.9	6.0		
Difference		+ .6	+1.4	+ .8	+1.7	+1.5		
No. of Companions		(65)	(79)	(23)	(57)	(42)		
Pre-Test 75th%ile		2.4	3.4	3.3	3.6	4.7		
Post-Test 75th%ile		2.8	4.2	4.4	4.7	6.0		
Difference		+ .4	+ .8	+1.1	+1.1	+1.3		
3. Compensatory Reading & Intensive Services								
No. of Participants		(20)	(22)		(20)	(21)		
Pre-Test 75th%ile		2.3	2.5		2.8	3.7		
Post-Test 75th%ile		2.6	3.3		4.0	4.3		
Difference		+ .3	+ .8		+1.2	+ .6		

SUMMARY CHART D: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) 25th%ILES ON STANFORD READING TEST FOR ESEA TITLE I PARTICIPANTS AND COMPANION GROUPS IN SEVEN PUBLIC SCHOOL AND ONE NON-PUBLIC SCHOOL GRADE LEVELS, BY TYPE OF ESEA PROGRAM

	San Francisco Unified School District							Non-Public
Pre-Test Grade: Post-Test Grade:	H1 (1.8) H2 (2.8)	H2 (2.8) H3 (3.8)	H3 (3.8) H4 (4.8)	L4 (4.3) L5 (5.3)	H4 (4.8) H5 (5.8)	L5 (5.3) L6 (6.3)	H5 (5.8) H6 (6.8)	H5 (5.8) H6 (6.8)
Pre-Test Lev. & Form: Post-Test Lev. & Form:	P I W P II W	P II W P II X	P II X Int.IX	P II W Int.IX	P II Y Int.IX	Int. IY Int.IIY	Int. IW Int.IIY	Int. IX Int.IIW
[illegible]	[illegible]				[illegible]	[illegible]	[illegible]	[illegible]
TYPE OF PROGRAM								
1. Compensatory Reading								
a. A Schools								
No. of Participants	(35)	(56)	(57)	(33)	(85)	(32)	(63)	
Pre-Test 25th%ile	1.3	1.7	1.9	2.3	2.0	2.7	2.9	
Post-Test 25th%ile	1.8	1.9	3.1	3.1	3.2	3.6	3.5	
Difference	+ .5	+ .2	+1.2	+ .8	+1.2	+ .9	+ .6	
No. of Companions		(25)	(21)	(17)	(33)		(19)	
Pre-Test 25th%ile		1.7	1.8	2.0	2.0		2.7	
Post-Test 25th%ile		1.8	2.8	3.0	3.1		3.6	
Difference		+ .1	+1.0	+1.0	+1.1		+ .9	
b. Plan B Schools								
No. of Participants		(38)	(16)	(10)	(27)		(11)	
Pre-Test 25th%ile		1.6	1.9	1.8	2.0		2.9	
Post-Test 25th%ile		1.9	2.7	2.9	3.1		3.9	
Difference		+ .3	+ .8	+1.1	+1.1		+1.0	
c. Receiving Schools								
No. of Participants		(27)	(23)	(32)	(96)	(15)	(70)	
Pre-Test 25th%ile		1.7	1.9	2.0	2.0	3.2	3.1	
Post-Test 25th%ile		2.0	3.1	3.2	3.3	3.4	4.1	
Difference		+ .3	+1.2	+1.2	+1.3	+ .2	+1.0	
No. of Companions			(10)		(19)		(15)	
Pre-Test 25th%ile			2.6		2.1		4.5	
Post-Test 25th%ile			2.6		3.3		5.1	
Difference			.0		+1.2		+ .6	
d. Total Schools								
No. of Participants	(48)	(121)	(96)	(75)	(208)	(47)	(144)	(67)
Pre-Test 25th%ile	1.2	1.7	1.9	2.2	2.0	2.7	3.0	3.7
Post-Test 25th%ile	1.7	1.9	3.1	3.1	3.2	3.5	3.7	4.2
Difference	+ .5	+ .2	+1.2	+ .9	+1.2	+ .8	+ .7	+ .5
No. of Companions	(31)	(38)	(35)	(27)	(56)		(35)	(42)
Pre-Test 25th%ile	1.2	1.7	1.9	2.0	2.1		3.0	4.1
Post-Test 25th%ile	1.5	1.9	2.8	3.0	3.1		4.0	5.0
Difference	+ .3	+ .2	+ .9	+1.0	+1.0		+1.0	+ .9
2. Comprehensive Program-Intensive Services								
No. of Participants		(51)	(80)	(12)	(51)	(44)		
Pre-Test 25th%ile		2.0	2.3	1.9	3.1	3.4		
Post-Test 25th%ile		2.6	3.3	2.9	4.2	4.4		
Difference		+ .6	+1.0	+1.0	+1.1	+1.0		
No. of Companions		(65)	(79)	(23)	(57)	(42)		
Pre-Test 25th%ile		1.6	2.2	2.3	2.7	3.2		
Post-Test 25th%ile		2.2	3.0	3.1	3.2	4.0		
Difference		+ .6	+ .8	+ .8	+ .5	+ .8		
3. Compensatory Reading & Intensive Services								
No. of Participants		(20)	(22)		(20)	(21)		
Pre-Test 25th%ile		1.8	1.8		1.8	2.6		
Post-Test 25th%ile		2.1	3.1		3.2	3.7		
Difference		+ .3	+1.3		+1.4	+1.1		

2.3 STUDY OF PUPIL READING RECORDS OF ELEMENTARY COMPENSATORY CHILDREN

San Francisco has been providing compensatory education programs for economically and culturally disadvantaged children since 1961.

At the elementary level, compensatory classes were established to provide special help in reading and related language skills for underachieving children. Since September 1963, the elementary compensatory teachers have been administering oral paragraph reading tests to each child participating in the compensatory classes. This test determines the approximate reading level and the results are recorded on a pupil reading record form.

This study is based on pupil performance on the oral paragraph reading test as a direct criterion of compensatory class effects. The data were collected from the pupil reading records compiled from September 1965 through June 1968.

Test Technique. The oral paragraph reading test is based on the Ginn series and indicates the specific page to be read at each level. This test is administered when the pupil enters the compensatory program and again at the end of each school year in June, or earlier if the pupil is transferred from the school or released from the compensatory class.

The test is administered by the compensatory teacher to the individual pupil. The book is selected at the probable reading level of the pupil. If the pupil reads the selection with comprehension and with fewer than three word-recognition difficulties, he may try the next higher reading level. If he fails to comprehend the meaning of the selection, and makes six or more errors in word recognition, he reads from the next lower reading level. The book read with comprehension and with three to six errors in word recognition determines the pupil's reading level.

Schools and Pupils. The 54 elementary schools that have compensatory classes are located mainly in attendance areas having high concentrations of children from low-income families or are schools that receive pupils bused from these areas.

The characteristics of the pupils are:

1. Poor performance on standardized tests
2. Classroom performance below grade level in reading
3. Achievement below grade level in other skill areas
4. Low level in verbal functioning
5. Low occupational and educational aspiration level
6. Experiences of school failure
7. Disciplinary problems
8. Short attention span

The procedure for the selection of pupils for compensatory classes has been established since the first year and has been continued with modifications suggested by participating teachers. Cumulative record cards and test records are studied. Teachers are consulted about classroom achievement and performance. Enrollment is recommended for pupils with a group test IQ score of 80 or above who are one or more years retarded in reading or in the related language skills and who show promise of improving as a result of more individualized instruction. The selected pupils attend the compensatory classes in groups of twelve and are taught by the compensatory teacher for 45 minutes daily.

The length of assignment to the program is determined by the progress made. As pupils improve and show readiness to be able to perform in their regular classrooms in reading and related language skills, they are released from the program.

Pupils Released from Compensatory Classes. Table I contains summary data of 3,357 pupils who have participated in compensatory classes sometime during the school years September 1965 to June 1968.

Of all the participating pupils, 21 per cent have been released from compensatory classes and are able to perform in their regular classrooms. Of the 2,055 pupils participating for one year, 460, or 23 per cent, were able to perform in their regular classrooms after one year of instruction in compensatory class.

Pupils Continuing in Compensatory Classes. At the end of the semester, about 57 per cent (1,895) of the participating pupils continue to receive instruction in compensatory classes for the following semester.

Transferred Pupils. The "transferred pupils" are those pupils who have not been released from compensatory classes as able to perform in their regular classroom, and who will not necessarily continue in a compensatory program when they transfer to another school or city. Of the total compensatory pupil population, 14 per cent transfer from the school and eight per cent are promoted to junior high school, making a total of 22 per cent "transferred pupils."

Compensatory Class Effects. Data from pupil reading records are available for 2,812 pupils who have participated in compensatory reading classes for one through six semesters. The data include pupils who ranged from low third through low sixth grades at the time of entry into compensatory classes.

The reader will observe that the numbers of pupils entered in Tables 2.3.1 through 2.3.7 differ with respect to the total reported in the Summary Chart. Specifically the 3,357 pupils reported in the Summary Chart exceeds the total of 2,812 pupils reported in Tables 2.3.1 through 2.3.7. This excess of 545 arises from the fact that the first, second and high sixth graders are not included in the breakdown by grade level due to the small samples.

SUMMARY DATA OF COMPENSATORY PUPILS

Semesters in Compensatory Classes	Number of Pupils	Pupils Able to Perform in Regular Classroom		Pupils Transferred from School		Pupils Sent to Junior High School		Pupils Continuing in Compensatory Classes	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
1	993	222	23	127	13	45	4	599	60
2	1,062	238	23	131	12	71	7	622	58
3	514	106	21	79	15	59	12	270	52
4	499	93	19	99	19	48	10	259	52
5	210	37	17	30	14	24	12	119	57
6	79	24	30	11	13	18	14	26	33
Total	3,357	720	21	477	14	265	8	1,895	57

Tables 2.3.1 through 2.3.7 show some interesting effects of participation in compensatory classes upon reading level. Within these tables three related trends are observed. First, participating pupils are achieving better than month-for-month gains in reading. Second, pupils have advanced in reading at a faster rate during compensatory class participation than they have in the years prior to participation in compensatory classes. Third, with participation in compensatory classes, pupils are making a positive change in relation to reaching "at grade" level.

Summary. The following summary statements attempt to point out findings from the pupil reading records and provide reference to the specific items found in Tables 2.3.1 through 2.3.7. (See Appendix)

Summary Observations

Item	
2 - 3	Of the 2,812 pupils reported, 61 per cent participated in compensatory reading classes for one year, 30 per cent participated for two years, and nine per cent for three years.

Summary Observations (cont'd)

Item

4 - 5 When entering compensatory classes, the pupils were reading below grade level. The mean reading level ranged from 1.8 for third graders to 3.5 for sixth graders. The growth rate per school year ranged from 0.5 to 0.7 of a school year prior to compensatory participation. The pupils did not achieve month-for-month gain for each year in school. Actually, they gained an average of six months for each ten-month instructional period.

9 With participation in compensatory classes, most pupils achieved better than month-for-month gain for each year in school. Of the 2,812 pupils reported, 94 per cent had a growth rate of 1.0 to 2.4 per school year. That is, they gained from 10 to 24 months for each ten months of instruction. The other six per cent had a growth rate of .7 to .9 per school year.

10 Pupils' reading status in relation to their "at grade" reading level before entering compensatory classes ranged from -1.0 at the third grade to -2.8 at the fifth grade. This indicates that the higher the grade level the farther below grade is their reading status.

11 With compensatory class participation, the pupils' reading status in relation to "at grade" reading level ranged from -0.8 at the third to -2.4 at the sixth grade.

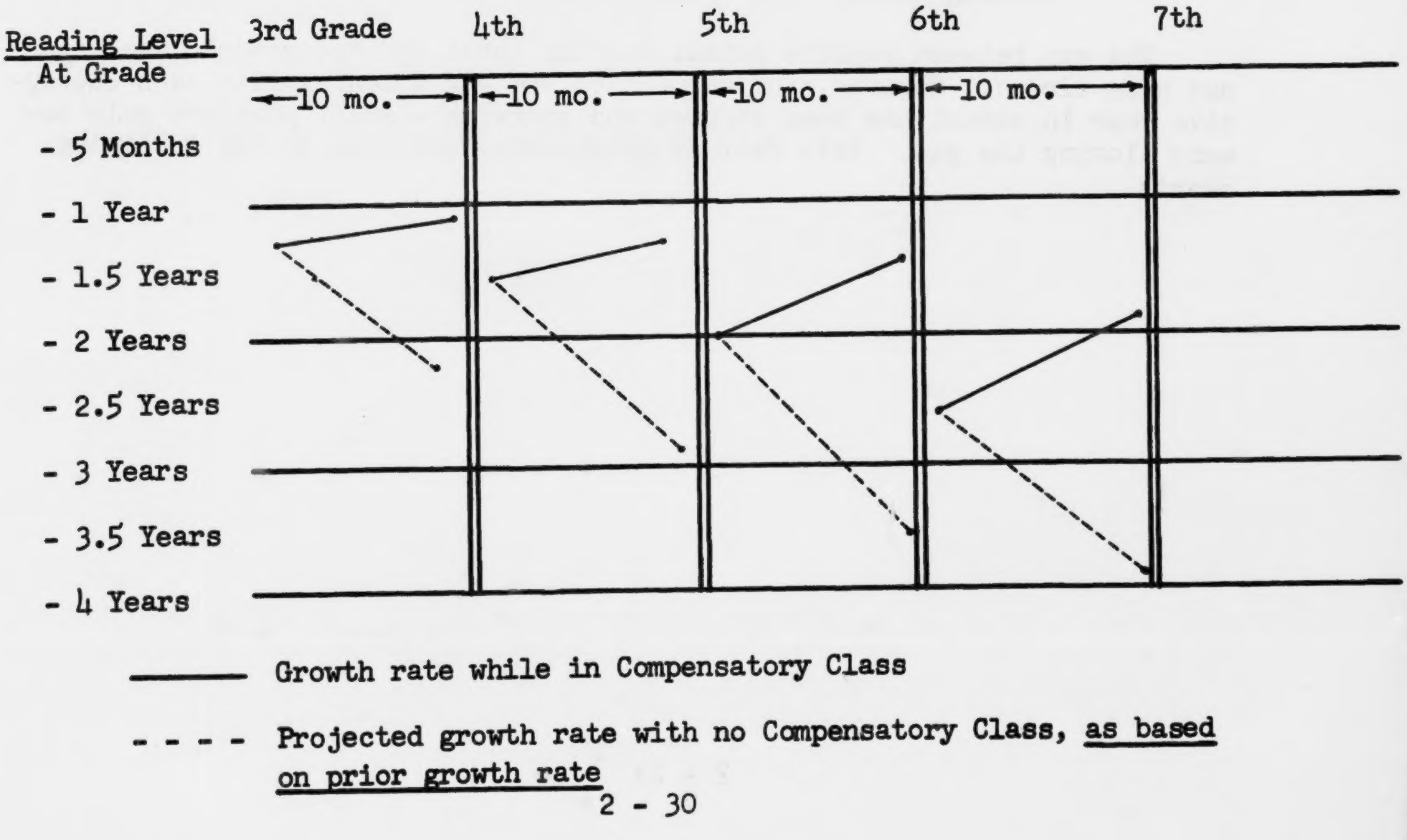
12 With compensatory class participation 94 per cent of the pupils are making a positive change in relation to "at grade" reading level. The change ranges from .0 to +.08.

The gap between pupil's actual reading level and "at grade" level has not been closed. However, the pattern of the gap widening with each successive year in school has been stopped and there is a small positive gain toward closing the gap. This fact is graphically depicted in the following charts.

ELEMENTARY COMPENSATORY READING PUPILS

(1 Year in the Program)

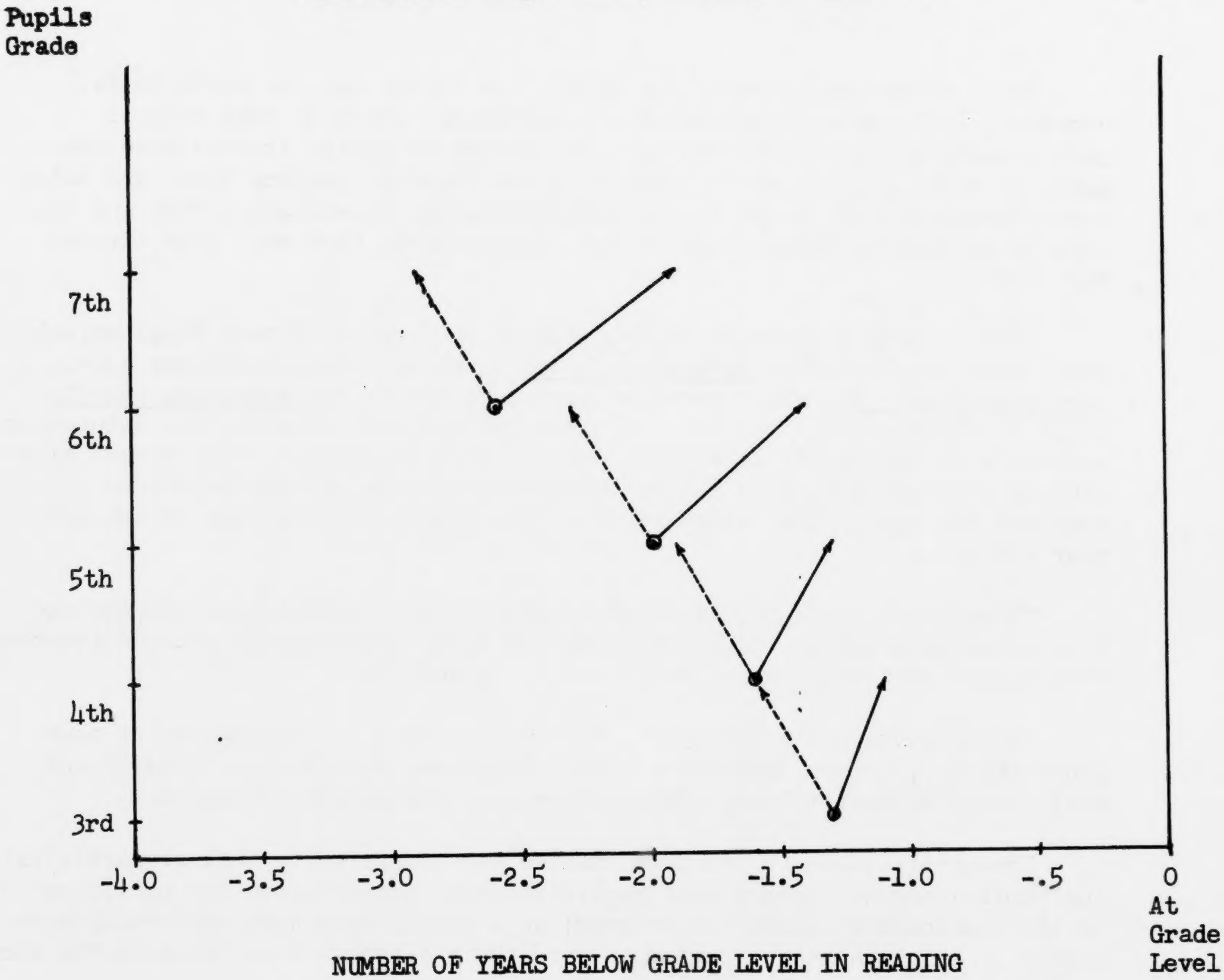
Grade at Entry	3	4	5	6
Reading Level at Entry into Compensatory Class	1.7	2.4	3.0	3.4
Reading Level at end of 1 Year in Compensatory Class	2.8	3.6	4.5	5.0
Growth Rate per year prior to Compensatory Class	.6	.6	.6	.6
Growth Rate per year while in Compensatory Class	1.1	1.2	1.5	1.6
Before Compensatory, how far below grade?	-1.3	-1.6	-2.0	-2.6
After Compensatory, how far below grade?	-1.1	-1.3	-1.4	-1.9
Closing the Gap	+ .2	+ .3	+ .6	+ .7



——— Growth rate while in Compensatory Class

- - - - Projected growth rate with no Compensatory Class, as based on prior growth rate

Profile of Elementary Pupil's Reading Growth with and without Compensatory Reading Program Help



◎ = Start

- - - - Projected growth rate without Compensatory Reading help (based on prior growth rate)

______ Growth in reading while in Compensatory Program

2.4 LONGITUDINAL STUDY OF ESEA TITLE I PARTICIPANTS AND NON-PARTICIPANTS

Three elementary grades, low third, low fifth, and low sixth in fall semester, 1968, were selected for a longitudinal study of ESEA Title I participants and non-participants. The groups of pupils studied were compared on total reading scores, based on the Stanford Reading Test, and total intelligence scores, based on the Lorge-Thorndike Intelligence Test and the Otis Quick-Scoring Mental Ability Test administered from May, 1966 through May, 1968.

Title I ESEA elementary schools during the period of this longitudinal study were designated as saturation schools, which received maximum service; target area schools, which received average service; and receiving schools which received minimal service. (In the 1968-69 ESEA program, the saturation schools were designated as Plan A, special service schools, five target area schools were named Plan B, intensive service schools and the receiving schools remained the same. The tables refer to the school designations of the school year 1967-68.)

Those third grade pupils studied attended five target area schools and four saturation service schools; fifth and sixth grade pupils studied attended five target area schools and seven receiving schools.

Participants are those pupils who were retarded in reading one or more years and who, in the judgment of their teachers, were most in need of, and most likely to profit from, participation in compensatory education.

Non-participants (whose performances were compared to that of participating pupils) are all target area pupils who were not selected for participation in the compensatory education program; as a group, they were performing more nearly at or above grade level than were their classmates assigned to the compensatory education program.

Table 2.4.0 presents summary data and is included with this study. Tables 2.4.1 through 2.4.30 are included in the appendix at the end of the chapter.

THIRD GRADE LONGITUDINAL STUDY

The fall, 1968 third grade was tested in grade H1, May, 1967 (actual grade placement = 1.9), and retested in grade H2, May, 1968 (actual grade placement = 2.8).

Target Area Schools

Participants = 34 pupils
Non-participants = 176 pupils
Total = 210 pupils

Saturation Schools

Participants = 21 pupils
Non-participants = 118 pupils
Total = 139 pupils

Total Reading test scores for H1 and H2 come from the Stanford Reading Test, Primary I and II, Form W. Intelligence test scores are from the Lorge-Thorndike Intelligence Test, Primary I, Form A, which was given once, in May, 1967, at the end of grade one.

TABLE 2.4.0: SUMMARY OF PUPIL STATUS AND SCORE CHANGE IN READING AND INTELLIGENCE FOR ESEA TITLE I PARTICIPANTS AND NON-PARTICIPANTS IN THREE ELEMENTARY GRADES SELECTED FOR LONGITUDINAL STUDY DURING SCHOOL YEAR 1968-69

Fall 1968 Classification:	Third Grade				Fifth Grade				Sixth Grade
Initial Test Grade & Time:	Grade High 1, May 1967 (1.9)				H2, May'66 (2.9)		H3, May'67 (3.9)		H3,May'66(3.9)
Follow-up Test Grade & Time:	Grade High 2, May 1968 (2.8)				H4, May'68 (4.8)		H4, May'68 (4.8)		L6,Oct'68(6.1)
TEST PERFORMANCE Per Cent of Pupils Whose Reading or IQ Test Scores or Score Changes Were:	Intensive Service (Plan A - 5 Sch.)		Special Service (Plan B - 4 Sch.)		Intensive Service (Plan A - 5 Sch.)		Receiving Schools (7 Schools)		ESEA Compensatory-Elem. (28 Schools)
	Participants	Non-Participants	Participants	Non-Participants	Participants	Non-Participants	Participants	Non-Participants	Participants
% At or Above Actual Grade Placement on Initial Test	2.9%	9.3%	0.0%	16.9%	0.0%	20.3%	2.0%	52.0%	0.5%
(Reference Table)	2.4.1	2.4.4	2.4.7	2.4.9	2.4.12	2.4.16	2.4.19	2.4.22	2.4.25
% At or Above Actual Grade Placement on Follow-up Test	8.7%	15.3%	0.0%	13.6%	0.0%	6.5%	0.0%	44.0%	0.0%
(Reference Table)	2.4.2	2.4.4	2.4.7	2.4.9	2.4.14	2.4.16	2.4.20	2.4.22	2.4.26
% Recording Actual Gain Equal to or Greater than "Month-for-Month" Gain	29.4%	26.2%	0.0%	15.3%	3.0%	18.5%	36.0%	39.0%	17.6%
(Reference Table)	2.4.3	2.4.5	2.4.8	2.4.10	2.4.15	2.4.17	2.4.21	2.4.23	2.4.27
% Recording Adjusted Gain Equal to or Greater Than "Month-for-Month" Gain	35.2%	42.2%	14.4%	28.0%	36.1%	33.0%	62.0%	43.0%	72.3%
(Reference Table)	2.4.3	2.4.5	2.4.8	2.4.10	2.4.15	2.4.17	2.4.21	2.4.23	2.4.27
% Recording Some Actual Gain Between Testings	100.0%	95.9%	85.7%	88.2%	94.0%	90.8%	94.0%	88.0%	98.5%
(Reference Table)	2.4.3	2.4.5	2.4.8	2.4.10	2.4.15	2.4.17	2.4.21	2.4.23	2.4.27
% Recording Some Adjusted Gain Between Testings	100.0%	96.5%	85.7%	88.3%	93.4%	90.9%	94.0%	87.0%	98.5%
(Reference Table)	2.4.3	2.4.5	2.4.8	2.4.10	2.4.15	2.4.17	2.4.21	2.4.23	2.4.27
% Recording IQ's of 90 or Higher on Initial Test	44.1%	57.0%	38.2%	63.1%	39.2%	52.2%	58.0%	87.0%	47.9%
(Reference Table)	2.4.6	2.4.6	2.4.11	2.4.11	2.4.18	2.4.18	2.4.24	2.4.24	2.4.28
% Recording IQ's of 80 or Lower on Initial Test	23.6%	13.3%	18.9%	8.7%	15.5%	17.5%	22.0%	4.0%	12.9%
(Reference Table)	2.4.6	2.4.6	2.4.11	2.4.11	2.4.18	2.4.18	2.4.24	2.4.24	2.4.28

Table

2.4.0 **Target Area Schools Reading Test Results.** While 2.9 per cent of the H1 participants scored at or above grade level, 9.3 per cent of the non-participants did the same. The quartile grade placement scores for these groups are as follows:

	H1 Scores	No.	75th%ile	50th%ile	25th%ile
2.4.1	Participants	34	1.7	1.5	1.5
2.4.4	Non-participants	176	1.6	1.5	1.4

There was some difference between one-semester participants and two-or-three-semester participants. The limited numbers involved in the latter group forestalled separate reporting for different periods.

	H1 Scores	No.	75th%ile	50th%ile	25th%ile
2.4.1	1 sem. participants	14	1.7	1.6	1.5
	2-3 sem. participants	20	1.6	1.5	1.5

The follow-up test was given in May, 1968 to the then H2 class.

2.4.0 While 8.7 per cent of the participants scored at or above grade level, 15.3 per cent of the non-participants did the same. The quartile grade placements for the follow-up test are as follows:

	H2 Scores	No.	75th%ile	50th%ile	25th%ile
2.4.2	Participants	34	2.6	2.0	1.8
2.4.4	Non-Participants	176	2.5	1.9	1.8

Again there is a difference between one-semester participants and two-or-three-semester participants.

	H2 Scores	No.	75th%ile	50th%ile	25th%ile
2 4.2	1 sem. participants	14	2.7	2.4	1.9
	2-3 sem. participants	20	2.4	1.9	1.7

2.4.0 Nine school months elapsed between the two testing periods. The participants (29.4 per cent) and the non-participants (26.2 per cent) showed an actual gain equal to or greater than "month-for-month" gain. Using the adjusted gain formula, cited in the tables, 35.2 per cent of the participants and 42.2 per cent of the non-participants showed nine-month gain or more. The one-semester participants experienced the greatest actual gain.

	Actual Gain	No.	75th%ile	50th%ile	25th%ile
2.4.3	1 sem. participants	14	1.1	0.7	0.5
	2-3 sem. participants	20	0.8	0.4	0.2
	All participants	34	0.9	0.5	0.3
2.4.5	Non-participants	176	0.9	0.6	0.3

2.4.0 One-semester participants also experienced the greatest adjusted gain, but non-participants averaged two months greater gain than total participants. All the participants showed some gain on the follow-up test, but only 95.9 per cent (actual) or 96.5 per cent (adjusted) of the non-participants showed growth.

Table	Adjusted Gain	No.	75th%ile	50th%ile	25th%ile
2.4.3	1 sem.participants	14	1.3	0.9	0.6
	2-3 sem. participants	20	0.9	0.5	0.2
	All participants	34	1.1	0.6	0.4
2.4.5	Non-participants	176	1.1	0.8	0.4

2.4.0 Target Area Schools Intelligence Test Results. The participants had 44.1 per cent scoring 90 or higher on the H1 IQ test, while there were 57.0 per cent of the non-participants scoring 90 or higher. A greater per cent of the participants scored at the lower end of the IQ scale, with 23.6 per cent scoring 80 or lower, as opposed to 13.3 per cent of the non-participants scoring 80 or lower. The medians and quartiles of the groups are as follows:

Table	IQ Scores	No.	75th%ile	50th%ile	25th%ile
2.4.6	1 sem. participants	14	98	92	86
	2-3 sem. participants	20	103	88	76
	All participants	34	101	89	82
	Non-participants	160	101	92	83

2.4.0 Saturation Schools Reading Test Results. While 16.9 per cent of the non-participants scored at or above grade level, none of the participants did so. The quartile grade placement scores for ESEA Title I participants and non-participants enrolled in saturation schools are as follows:

Table	H1 Scores	No.	75th%ile	50th%ile	25th%ile
2.4.7	Participants	21	1.5	1.4	1.4
2.4.9	Non-participants	118	1.7	1.6	1.4

2.4.0 As with the group of pupils enrolled in target area schools, a follow-up test was given in May, 1968 to the H2 class. Again, none of the participants scored at or above grade level, but 13.6 per cent of the non-participants did so.

Table	H2 Scores	No.	75th%ile	50th%ile	25th%ile
2.4.7	Participants	21	1.8	1.7	1.7
2.4.9	Non-participants	118	2.3	1.9	1.7

2.4.0 While none of the participants made an actual gain of nine months, or "month-for-month" gain, 14.4 per cent made an adjusted gain equal to or greater than "month-for-month" gain. Of the non-participants, 15.3 per cent showed an actual gain of nine or more months, and 28.0 per cent showed an adjusted gain of nine or more months. The quartiles of actual and adjusted gains for participants and non-participants were:

Table	Actual Gains	No.	75th%ile	50th%ile	25th%ile
2.4.8	Participants	21	0.4	0.3	0.1
2.4.10	Non-participants	118	0.7	0.5	0.2

Table	Adjusted Gains	No.	75th%ile	50th%ile	25th%ile
2.4.8	Participants	21	0.6	0.5	0.2
2.4.10	Non-participants	118	0.9	0.6	0.3

Table

A greater per cent of non-participants than participants showed some
gain in the follow-up reading scores. Of the non-participants, 88.2 per cent
2.4.0 showed some actual gain and 88.3 per cent showed some adjusted gain, while
85.7 per cent of the participants showed some actual gain, and 85.7 per cent
showed some adjusted gain.

Saturation Schools Intelligence Test Results. As in the target area
schools, there were more non-participants scoring at IQ 90 or above on the
Lorge-Thorndike Intelligence Test than participants, and more participants
2.4.0 than non-participants scoring at 80 or below. At or above IQ 90 were 63.1
per cent of the non-participants and 38.2 per cent of the participants. At
IQ 80 or below were 18.9 per cent of the participants and 8.7 per cent of the
non-participants. The medians and quartiles of the two groups were as follows:

	IQ Scores	No.	75th%ile	50th%ile	25th%ile
2.4.11	Participants	21	92	88	84
	Non-participants	103	101	94	88

Third Grade Longitudinal Study Summary

1. There was no difference in the median scores on the H1 reading test for ESEA participants and non-participants enrolled in the target area schools, but non-participants in the saturation schools were two months higher than the ESEA participants in such schools.

2. On the follow-up reading test in H2, the median for ESEA participants was one month higher than the median for non-participants in the target area schools while non-participants' median was two months higher than that of ESEA participants in the saturation schools.

3. Within the target area schools, one-semester ESEA participants had generally higher scores than two-to-three-semester participants, and showed greater actual gains than two-to-three-semester participants and non-participants. (Pupils in the saturation schools were not studied in terms of semesters in ESEA Title I classes because of the limited numbers involved.)

4. In both target area schools and saturation schools, non-participants had higher IQ scores on the H1 Lorge-Thorndike Intelligence Test than ESEA participants.

FIFTH GRADE LONGITUDINAL STUDY

The fall 1968 fifth grade was given the Stanford Reading Test, Primary II, Forms W, X & Y, three times throughout the years of the study. The Lorge-Thorndike Intelligence Test was given in grade H3. Reading scores for participants and non-participants from target area schools are from H2, May 1966 (actual grade placement = 2.9), H3, May 1967 (actual grade placement = 3.9) and H4, May 1968 (actual grade placement = 4.8). Participants and non-participants in seven receiving schools are studied on the basis of tests from H3 and H4 only.

Table

Target Area Schools Reading Test Results. None of the ESEA participants
2.4.0 scored at or above grade level on the H2 test, although 20.3 per cent of the
non-participants did so. The quartile and median grade placement scores for
this grade are as follows:

	H2 Scores	No.	75th%ile	50th%ile	25th%ile
2.4.12	1 sem. participants	32	2.0	1.8	1.7
	2 sem. participants	22	1.9	1.8	1.6
	3 sem. participants	12	2.4	2.0	1.8
	All participants	66	2.0	1.8	1.7
2.4.16	Non-participants	109	2.8	2.2	1.8

Three-semester participants recorded higher scores than the other participants, but not as high as the non-participants.

The second reading test for which there are data was given in grade H3.
Of the ESEA participants, 1.5 per cent scored at or above grade level, while
2.4.13 11.8 per cent of the non-participants scored at 3.9 or higher. The following
2.4.16 are the median and quartile grade placement scores for the H3.

	H3 Scores	No.	75th%ile	50th%ile	25th%ile
2.4.13	1 sem. participants	32	2.7	2.5	2.0
	2 sem. participants	22	2.8	2.6	2.1
	3 sem. participants	12	2.8	2.3	2.0
	All participants	66	2.8	2.5	2.0
2.4.16	Non-participants	109	3.6	3.0	2.4

Again, non-participants produced higher scores than participants, but among the latter, the two-semester participants appear to have the highest status.

The final test scores for this group were from H4 tests taken in May, 1968.
Again, no participants scored at or above grade level. On this test, fewer non-
2.4.0 participants (6.5 per cent) scored at or above grade level. The following are
the medians and quartiles for this final testing.

	H4 Scores	No.	75th%ile	50th%ile	25th%ile
2.4.14	1 sem. participants	32	3.4	2.9	2.6
	2 sem. participants	22	3.3	3.1	2.7
	3 sem. participants	12	3.1	2.8	2.0
	All participants	66	3.3	2.9	2.6
2.4.16	Non-participants	109	4.1	3.6	2.9

The advantage which two-semester participants showed on their H3 test was repeated on the H4 test. However, again non-participants did better than ESEA participants, with the median non-participant score (3.6) higher than the 75th%ile score (3.3) of all participants, and the 25th%ile non-participant score (2.9) equal to the median participant score (2.9).

Table

Comparing the H2 reading scores with the H4 scores, 3.0 per cent of
the ESEA participants show a 1.9 year or greater actual gain, or the equiva-
lent of "month-for-month" gain, while 18.5 per cent of the non-participants
show a similar gain. In terms of adjusted gain, 36.1 per cent of the ESEA
2.4.0 participants and 33.0 per cent of non-participants recorded at least "month-for-
month" gain. Of the ESEA participants, 94.0 per cent showed some actual gain,
and 93.4 per cent some adjusted gain, while 90.8 per cent of the non-partici-
pants showed some actual gain, and 90.9 per cent some adjusted gain. Medians
and quartiles demonstrating gain of participants and non-participants over the
two-year period between H2 and H4 reading tests were:

	Actual Gain	No.	75th%ile	50th%ile	25th%ile
2.4.15	1 sem. participants	32	1.3	1.1	0.7
	2 sem. participants	22	1.5	1.2	0.9
	3 sem. participants	12	1.1	0.9	0.3
	All participants	66	1.3	1.1	0.7
2.4.17	Non-participants	109	1.7	1.2	0.8

	Adjusted Gain	No.	75th%ile	50th%ile	25th%ile
2.4.15	1 sem. participants	32	2.1	1.5	1.1
	2 sem. participants	22	2.4	1.9	1.4
	3 sem. participants	12	1.8	1.3	0.3
	All participants	66	2.1	1.6	1.1
2.4.17	Non-participants	109	2.1	1.4	0.9

Target Area Schools Intelligence Test Results. A greater per cent of non-
participants (52.2 per cent) scored IQ 90 or above on the intelligence test than
2.4.0 did the ESEA participants (39.2 per cent). However, in this group, a greater
per cent of non-participants than participants scored IQ 80 or below, 17.5 per
cent of non-participants and 15.5 per cent of participants. The medians and
quartiles were:

	IQ Scores	No.	75th%ile	50th%ile	25th%ile
2.4.18	Participants	66	94	87	82
	Non-participants	109	101	90	83

Receiving Schools Reading Test Results. Data for fall 1968 fifth grade
pupils enrolled in seven receiving schools are only available for third and
fourth grade tests. Over one-half of the non-participants scored at or above
2.4.0 grade level (52.0 per cent) on the H3 test, while only 2.0 per cent of the ESEA
participants did so. None of the participants scored at or above grade level
on the follow-up test in H4, in contrast to 44.0 per cent of the non-participants.
The following are the medians and quartiles of these two tests.

	H3 Scores	No.	75th%ile	50th%ile	25th%ile
2.4.19	1 sem. participants	22	2.7	2.4	2.0
	2 sem. participants	13	2.8	2.2	1.8
	3 sem. participants	15	2.4	1.9	1.8
	All participants	50	2.7	2.1	1.8
2.4.22	Non-participants	100	4.6	4.0	3.2

Table

One-semester ESEA participants achieved the highest H3 reading scores of all the participants, but the non-participants' lowest quarter (25th%ile) scored above the highest quarter (75th%ile) of participants.

	H4 Scores	No.	75th%ile	50th%ile	25th%ile
2.4.20	1 sem. participants	22	3.6	3.1	2.7
	2 sem. participants	13	2.9	2.8	2.6
	3 sem. participants	15	2.9	2.7	2.3
	All participants	50	3.2	2.9	2.6
2.4.22	Non-participants	100	5.6	4.5	4.0

While the median H4 reading score for non-participants is just three months below grade level (4.8), the median ESEA participant score is almost two years below grade level. One-semester participants again attained the highest scores among the participant groups.

2.4.0 Nine months elapsed between the initial test in H3 and the follow-up in H4. Of the ESEA participants, 36.0 per cent experienced an actual gain equal to or greater than "month-for-month" gain, and 62.0 per cent an adjusted gain of that magnitude. Similarly, 39.0 per cent of the non-participants showed an actual gain of nine or more months, and 43.0 per cent an equal adjusted gain. Actual and adjusted gains, expressed in tenths of a year, for the medians and quartiles of the participants and non-participants were:

	Actual Gains	No.	75th%ile	50th%ile	25th%ile
2.4.21	1 sem. participants	22	1.1	0.8	0.5
	2 sem. participants	13	0.9	0.7	0.1
	3 sem. participants	15	1.0	0.6	0.3
	All participants	50	1.0	0.7	0.3
2.4.23	Non-participants	100	1.1	0.7	0.4

	Adjusted Gains	No.	75th%ile	50th%ile	25th%ile
2.4.21	1 sem. participants	22	1.8	1.4	0.7
	2 sem. participants	13	1.9	1.0	0.3
	3 sem. participants	15	1.8	1.2	0.7
	All participants	50	1.8	1.2	0.7
2.4.23	Non-participants	100	1.2	0.7	0.3

2.4.0 Receiving Schools Intelligence Test Scores. Enrollees in the receiving schools exhibited the highest IQ scores of all groups in the longitudinal study. Of the ESEA participants in the fifth grade study, 58.0 per cent scored at or above IQ 90 on the Lorge-Thorndike Intelligence Test, while 87.0 per cent of the non-participants were at this level. Of the ESEA participants, there was a large percentage of pupils at IQ 80 or lower (22.0 per cent); fewer non-participants fell into this range (4.0 per cent). As in the previously studied groups, non-participants recorded higher IQ scores than ESEA participants.

	IQ Scores	No.	75th%ile	50th%ile	25th%ile
2.4.24	Participants	50	97	92	82
	Non-participants	100	113	104	96

Fifth Grade Longitudinal Study Summary

1. In the target area schools, in H2, three-semester ESEA participants scored higher than one- and two-semester participants, but two-semester participants recorded higher scores in H3 and H4. Non-participants, however, had higher total reading scores at all three testings. One-semester participants in the receiving schools scored higher on the initial test in H3 and on the H4 follow-up than did two- or three-semester participants. Again, non-participants scored higher than ESEA participants.

2. While there was little difference between median reading scores of ESEA participants in target area schools and in receiving schools, the median scores of non-participants in the receiving schools were substantially higher than those of the non-participants in the target area schools.

3. Of the target area pupils in the fifth grade sample, the greater actual gains between the initial H2 testing and the follow-up in H4 were made by the non-participants; however, greater adjusted gains were made by ESEA participants. There was no difference between median actual gains in the receiving school groups, but ESEA participants demonstrated greater adjusted gains than non-participants.

4. Non-participants in both types of schools obtained higher IQ scores than ESEA participants. Both participants and non-participants in the receiving schools had higher IQ scores than did the non-participants in the target area schools.

SIXTH GRADE LONGITUDINAL STUDY

In contrast to the third and fifth grade studies which traced fall, 1968 pupils back in time, the sixth grade study began with the total group of pupils who were grade H3 ESEA Title I participants in May, 1966 and followed them forward in time to grade L6 testing in October, 1968. The pupils in this study were from the 28 original ESEA Title I schools.

Participants in the fall,1968 low sixth grade ESEA Title I classes were grouped according to the number of semesters of participation. Five semesters had elapsed between the beginning of the program (spring,1966) and the beginning of the 1968-69 school year; pupils reported as six-semester participants had completed five semesters and were also enrolled for a sixth semester in fall, 1968. No companion non-participant group was available for this study.

Initial testing on total reading and intelligence was done in May, 1966, at grade H3, with the follow-up reported for October, 1968 at grade L6. Reading test scores are based on the Stanford Reading Test, Primary II, Form W for H3, and Stanford Reading Test, Intermediate II, Form W for L6. Intelligence scores for the H3 are from the Otis Quick-Scoring Mental Ability Test, Alpha Form A, and for L6 from the Lorge-Thorndike Intelligence Test, Form D.

Table

Reading Test Results. Very few ESEA participants scored at or above
grade level on the initial grade H3 test (0.5 per cent) and none did so on
the follow-up L6 test. Actual grade placement on the former test was 3.9,
2.4.0 while on the latter it was 6.1. The following are the medians and quartile
scores for the initial and the follow-up tests.

2.4.25

H3 Scores	No.	75th%ile	50th%ile	25th%ile
1 sem. participants	49	2.7	2.0	1.8
2 sem. participants	21	2.5	2.1	1.8
3 sem. participants	33	2.8	2.0	1.8
4 sem. participants	35	2.3	2.0	1.8
5 sem. participants	27	2.4	2.0	1.8
6 sem. participants	39	2.4	2.0	1.8
All participants	204	2.4	2.0	1.8

2.4.26

L6 Scores	No.	75th%ile	50th%ile	25th%ile
1 sem. participants	49	4.6	4.0	3.4
2 sem. participants	21	4.2	3.9	3.5
3 sem. participants	33	4.1	3.6	3.0
4 sem. participants	35	4.0	3.8	3.0
5 sem. participants	27	4.2	3.9	3.2
6 sem. participants	39	4.2	3.8	3.1
All participants	204	4.2	3.9	3.2

The initial testing (May, 1966) came near the end of the one semester of participation in ESEA Title I program which all of these pupils had in common. At this point all groups appeared very similar in reading achievement. Two years later the one-semester participants recorded the highest status. Three- and four-semester participants seemed to have made slightly less progress than other groups.

Time elapsed between the two tests reported above was 2.2 years. Of the
2.4.0 participants, 17.6 per cent recorded an actual gain equal to or greater than
"month-for-month" gain, and 72.3 per cent reported an adjusted gain of 2.2 more.
Median and quartiles are reported below in terms of actual gains and adjusted
gains, expressed in tenths of a year.

2.4.27

Actual Gains	No.	75th%ile	50th%ile	25th%ile
1 sem. participants	49	2.2	1.7	1.4
2 sem. participants	21	2.1	1.7	1.3
3 sem. participants	33	1.8	1.4	0.9
4 sem. participants	35	2.0	1.6	1.2
5 sem. participants	27	2.2	1.9	1.1
6 sem. participants	39	2.1	1.6	1.2
All participants	204	2.1	1.6	1.2

2.4.27

Adjusted Gains	No.	75th%ile	50th%ile	25th%ile
1 sem. participant	49	4.4	2.9	2.1
2 sem. participants	21	4.0	3.1	2.1
3 sem. participants	33	3.5	2.4	1.6
4 sem. participants	35	4.0	3.0	2.3
5 sem. participants	27	4.5	3.2	2.4
6 sem. participants	39	4.5	3.2	2.1
All participants	204	4.0	2.9	2.1

Table

The contrast between actual and adjusted gains is well illustrated above, the latter exceeding the former by 1.9 years at the 75th%ile, by 1.3 years at the 50th%ile, and by 0.9 year at the 25th%ile. Indeed, adjusted gains are greater than "month-for-month" at the 75th%ile and 50th%ile, falling only one month short at the 25th%ile.

The contrast is also observed in comparisons among participant groups: in actual gains the one- and two-semester groups seem to have an advantage, but in adjusted gains the five-and six-semester groups have consistent advantage throughout the distribution of gains.

Intelligence Test Results. On the initial Otis Intelligence Test, 47.9
2.4.28 per cent of the participants scored at or above IQ 90, with 12.9 per cent scoring
2.4.29 at or below IQ 80. On the Lorge-Thorndike Test in L6, 29.0 per cent scored in
the higher range, while 29.9 per cent scored in the lower range. Some of this
great variability may be explained by the limited comparability of scores from
2.4.30 two types of intelligence tests. Six and one-half per cent of the pupils
scored at least ten IQ point higher in grade L6, but 31.9 per cent were at
least ten IQ points lower on the second testing.

Medians and quartiles for the two tests, reported according to semesters of participation, are as follows:

2.4.28

H3 IQ Scores	No.	75th%ile	50th%ile	25th%ile
1 sem. participants	41	100	89	85
2 sem. participants	18	94	91	84
3 sem. participants	30	98	94	84
4 sem. participants	35	97	87	82
5 sem. participants	23	95	88	83
6 sem. participants	37	98	89	85
All participants	184	97	89	84

2.4.29

L6 IQ Scores	No.	75th%ile	50th%ile	25th%ile
1 sem. participants	41	100	87	83
2 sem. participants	18	92	83	77
3 sem. participants	30	90	86	80
4 sem. participants	35	93	84	78
5 sem. participants	23	90	86	77
6 sem. participants	37	87	83	79
All participants	184	91	85	80

Grade L6 IQ's are substantially lower than Grade H3 IQ's. Among the many possible explanations are two reflecting test characteristics which are of major importance. First, the grade L6 IQ is based on both verbal and nonverbal sections, while the grade H3 test items require no reading. Pupils deficient in reading skills, as are ESEA participants, would be at a greater disadvantage on the grade L6 test. Second, the standard deviation of the L6 test is somewhat larger, thus pupils scoring in the same relative rank but substantially below the mean will be accorded L6 IQ's of lower numerical value.

There is no evidence to suggest a loss in measured intelligence. However, there is an interesting contrast between the H3 test similarities for all groups and the greater diversity among the groups in L6 IQ's. Particularly striking is the contrast between one-semester and five- or six-semester pupils.

Sixth Grade Longitudinal Study Summary

1. With one exception, scores on the initial H3 reading test and the L6 follow-up were below grade level. The median score on the H3 test was 1.9 years below grade level, while the median score on the L6 test was 3.9, which is 2.2 years below grade level, or equal to the actual grade placement of a H3 pupil.

2. While the median actual gain was 1.6 years, or 6 months less than a "month-for-month" gain, the median adjusted gain was 2.9 years, or seven months more than the 2.2 years of elapsed time between tests.

3. There was a general drop in intelligence test scores from the initial H3 test to the follow-up L6 test, which can in part be explained by the use of different instruments.

OBSERVATIONS ON THE LONGITUDINAL STUDIES

1. Purpose of the Studies. In contrast to earlier studies which presented only the dimension of group progress in reading, the studies reported herein have added the dimension of individual pupil progress. In the designated tables can be read the number and per cent of pupils having realized any particular levels of growth the reader deems appropriate to apply.

The basic message of these tables is that many pupils progress beyond expectations, and some lag even farther behind their peers. A wide range of stages of reading development is revealed.

2. Expectations of Growth. One of the important contributions of the Stanford Research Institute's report on the ESEA Title I program in the San Francisco Unified School District during the 1967-68 school year was the definition of levels of expectation for reading growth. These different levels have been utilized, without interpretive prejudgment, to the data within these studies, as summarized in Table 2.4.0.

Expectation Level	Table 2.4.0
1st - Bring up to grade level	% At or Above Actual Grade Placement on Follow-up Test
2nd - Close the gap with grade level	% Recording Actual Gain Equal to or Greater than "Month-for-Month" Gain
3rd - Improve the rate of growth	% Recording Adjusted Gain Equal to or Greater than "Month-for-Month" Gain
4th - Stop the regression or loss	% Recording Some Actual Gain between Testings

As observable in Table 2.4.0 and its reference tables, for both participants and non-participants there is a general and dramatic increase in per cent of pupils as the reader passes from 1st level to 4th level expectations. Among the participants, in only one group are there pupils attaining grade level (1st level) on the follow-up test; however, per cents closing the gap (2nd level) are as high as 36.0. Proportions of participants improving growth rate (3rd level) center about one-third, with one about three-fourths, and only about one pupil in 20 fails to gain (4th level).

3. Non-participants. There is consistent evidence from the tables that pupils included in non-participant companion groups were not comparable to participant pupils at any stage of the longitudinal studies. In the beginning, by the pupil selection procedures, a participant had greater reading deficit than a non-participant. The pre-test data confirm that the most needful group was assigned to program. The companion pupils were more able readers initially, hence gained more between pre- and post-tests; traditionally, the more able readers always gain more than the less able. Additionally, the companion group at all stages showed higher IQ levels than did the participants.

For these reasons meaningful comparisons cannot be made between participants and non-participants. The latter groups have been included in the study at the request of the State Department of Education.

4. Numbers of Participants. The number of pupils that could be followed over the two-year period of these studies was very limited. One reason for this was the high degree of mobility that characterizes the pupil population which the program seeks to serve. A further reason was the reduction in the number of ESEA schools from 28 in 1966 to nine in 1968-69, as a result of the decision to provide a greater concentration of ESEA services to fewer schools.

After classification by semesters of participation, the groups generally included so few pupils that statistical summary must be regarded as highly unreliable. Largely for this reason no tests of statistical significance were undertaken. Other contributing reasons were the absence of interpretable meaning in the significance studies dominating the two earlier reports and the non-availability during 1968-69 of computer service for data processing.

5. Semesters of Participation. Throughout these longitudinal studies as well as in previous reports, the test data sometimes seem to suggest that the shorter the period of participation the greater the benefit. To conclude, however, that this relationship is causal would be misguided.

Among equally deficient readers, those who make the earliest progress of the greatest dimensions are returned to regular classrooms. If they were held in compensatory classes for more semesters, it seems assured that their progress would continue to even higher levels and the observed relationship would disappear. Those pupils needing to continue in compensatory classes are likely to be those with learning problems of a more difficult nature requiring longer periods of special help.

2.5 OPINION SURVEY OF INTENSIVE SERVICES

Evaluation. A questionnaire was sent to principals, classroom teachers, and specialist teachers in November 1968, and again in May 1969, to obtain their opinions of the effects of the several elements that make up the ESEA Title I program.

The schools in the survey were grouped according to the amount and type of service received. The following three groups of schools were designated as a means of comparing the responses:

Title I Group		Companion Group
Plan A	Plan B	
Bessie Carmichael/Lincoln	Dudley Stone	Burnett
Commodore Stockton	Hunters Point I and II	Bryant/Patrick Henry
Marshall and Annex	Hawthorne	Garfield
Golden Gate	John Swett	Raphael Weill
Jedediah Smith and Annex		

In discussing the results of the survey, the responses "a great deal" and "some" were interpreted as indicating noticeable change. The November questionnaire is reported as "pre" and the May questionnaire as "post."

Summary of Elementary Principals' Opinion Survey. The following statements call attention to the main finding for the questionnaire item, with reference for details to the tables in the appendix of this chapter.

Table	Item	Summary Observations
2.5.1	1	The effects of the ESEA program upon opportunities for teachers to improve the classroom situation were solicited from the principals.
		"A great deal" or "some" improvement was reported in May 1969 by 100 per cent of all Plan A and Plan B school principals, as contrasted with at least 60 per cent of the comparison school principals, for the following elements:
	1a	To create an environment conducive to pupil learning
	1b	To stimulate pupil interest and curiosity
	1c	To plan and develop innovative teaching methods
	1d	To plan and develop effective instructional materials
	1f	To be assisted in understanding pupils' behavior
	1j	To share among staff members improved techniques for reading and language development

Table	Item	Summary Observations (cont'd)
2.5.1	1	"A great deal" or "some" improvement was reported by a higher percentage of principals of Plan A schools for the following:
	1h	To raise the achievement levels of the pupils
	1i	To improve classroom control and management
	1l	To diagnose pupil's academic needs
	1m	To use equipment more effectively
	1n	To better understand the environment of the culturally disadvantaged
	1o	To develop interest in using community resources, guest speakers, enrichment trips, etc.
	1p	To develop empathy toward persons from different cultural backgrounds
		"A great deal" or "some" improvement was reported by a higher percentage of principals of Plan B schools for the following:
	1g	To develop in students desirable standards of behavior and a respect for others
	1k	To examine new materials
	2	Many factors are involved in the teaching process. Principals were asked to state how much of a problem each was for the teachers as a group.
		"A great deal" or "some" was reported by all Plan A principals in May 1969, to indicate how much of a problem teachers were having with the following:
	2a	Provision for individual differences
	2b	Motivation of pupils, getting them interested and participating
	2d	Materials better suited to pupils
		The problems indicated by Plan B principals, with 75 per cent reporting "a great deal" or "some" were:
	2a	Provision for individual differences
	2h	Maintenance of discipline and control within the classroom
	2i	Supplies, instructional materials, or special services when needed

Table	Item	Summary Observations (cont'd)
2.5.1	2	"A great deal" or "some" problem was reported by 60 per cent of comparison school principals in the areas of:
	2b	Motivation of pupils, getting them interested and participating
	2c	Curriculum better suited to pupils
	2h	Maintenance of discipline and control within the classroom
	3a	All principals (100 per cent) indicated in May 1969 that the ESEA Program had improved opportunities for pupils to have cultural and enrichment contacts.
		"A great deal" or "some" improvement in opportunities for the following was reported by 80 per cent of Plan A principals:
	3b	To become aware of opportunities for educational and economic betterment
	3c	To share enriching experiences with children of other races, nationalities and socio-economic backgrounds (A noticeable increase for Plan A principals, 50 per cent of whom, in the pre-questionnaire, had observed no improvement.)
	3d	To be exposed to materials which illustrate the many contributions of minority groups. (Again, a change from the pre-questionnaire, in which 50 per cent reported no improvement noticed.)
	4	The effects of the ESEA program on the behavior of pupils were solicited from principals.
		In May 1969 less than 40 per cent of all principals reported "a great deal" or "some" improvement in pupil behavior in respect to:
	4a	School attendance
	4b	Major discipline problems
		"A great deal" or "some" improvement was reported by at least 75 per cent of the Plan A and Plan B school principals in the following behaviors:
	4f	Willingness to ask for help
	4g	Interest in school
	4i	Enjoyment of school

Table **Item** **Summary Observations (cont'd)**

2.5.1 4h "A great deal" or "some" improvement was reported by 80 per cent of Plan A school principals in academic achievement.

4e "A great deal" or "some" improvement was reported by 75 per cent of Plan B school principals in the following behaviors:

4c Minor infractions of classroom rules

4e Attitudes toward school

5 Forty per cent of Plan A, 50 per cent of Plan B, and all of the Comparison Group principals felt the pupils of various ethnic and economic backgrounds worked and played well together at their schools. Forty per cent of Plan A, and 25 per cent of Plan B principals indicated the question was not applicable or no change was needed.

6 All of the principals felt the ESEA program had been of much value to the school.

7 At least 75 per cent of all principals reported that the ESEA program funds were being appropriately expended at the school.

8 At least 80 per cent of all principals reported that, because of the ESEA program, they expected more improvement in the pupils than they would normally.

9 "A great deal" or "some" improvement was reported by at least 75 per cent of Plan A and Plan B school principals in school discipline and morale.

Summary of Elementary Teachers' Opinion Survey. The following statements call attention to the main findings for the Teachers' Opinion Survey. Reference to the tables located in the appendix is made for details.

Summary Observations

Certain questions sought the opinions of teachers concerning the impact of the ESEA Title I program taken in its entirety. In May 1969, approximately 70 per cent of the teachers answered "A great deal" or "Some" to the following inquiries:

Table **Item**

2.5.2 7 Of what value has the ESEA program been to your school?

9 How much has the ESEA program affected your classroom?

10 Because of the ESEA program, do you expect more improvement in pupils than you would ordinarily?

1a To what extent has the ESEA program provided opportunities to create an environment conducive to learning?

2.5.2 In addition to these items of a comprehensive nature concerning the program as a whole, the survey included five sets of questions representing important areas of concern to the ESEA schools. From a consideration of each group of questions, some interesting results emerge.

Table	Item	Summary Observations (cont'd)
2.5.2	1	The first set of questions concerned the learning situation in the classroom. Teachers were asked whether the ESEA program had assisted them in improving conditions for learning -- in creating a learning environment, in sustaining interest, in developing innovative methods and suitable materials, in diagnosing difficulties and in understanding pupils' behavior. For over one-half of the fourteen items in this section, 66 per cent or more of teachers in the "post" survey reported that a substantial contribution had been made by the ESEA program.
	2	The second group of questions referred to the broadening of children's horizons. More than 60 per cent of the total number of teachers in the "post" survey felt that the ESEA program had effected an improvement in two of the four items in this group of questions -- that it had enlarged children's opportunities for cultural and enrichment contacts and for experience with materials depicting minority groups. The other two items, referring to opportunities for economic betterment and intergroup association, were only partially applicable to the schools concerned, either because of the ages of the pupils or because of the virtual impossibility of arranging for long periods of intergroup contact.
	3	The third set of questions concerned the continual rechanneling and reshaping of teachers' competence to meet changing needs. It elicted information about teachers' access to the best and the newest in methods and materials and about the extent of the help they had received in understanding the cultural background of their pupils. At least 60 per cent of all teachers gave positive responses to two-thirds of the questions.
	4a 4b 4c 4d 4i	In the fourth series of questions, data were sought from teachers about how much difficulty they were having with certain common classroom problems. Over 50 per cent of all teachers in the May 1969 survey reported difficulties with provision for individual differences, motivation, curriculum and materials suitable for their pupils, availability of supplies and services when needed.
		On the whole, the Plan A teachers were having less difficulty than the Plan B teachers with these classroom problems, but the order of difficulty into which these items fall on the questionnaire is similar for both groups. Out of nine items in this part of the questionnaire, the Plan A teachers had somewhat greater difficulty with individual needs and suitable materials, while the Plan B teachers had greater difficulty with motivation, suitable curriculum, lack of flexibility in the program, classroom interruptions, and discipline. Both groups of teachers had approximately equal difficulty with evaluation of children's work and availability of supplies and services. However, it is important to state that, for six of the nine items in this set of questions, the percentage of teachers reporting difficulty is not high, especially in the Plan A schools. It ranged from 25 per cent to about 50 per cent for Plan A teachers, and from 38 per cent to 57 per cent for Plan B teachers.

Table	Item	Summary Observations (cont'd)
2.5.2	5	The fifth group of questions asks whether teachers have observed improvement in pupils' approach to their studies as well as in their attitudes and conduct. About 60 per cent of teachers felt that there had been an improvement in most of the items referring to pupils' study habits, but 50 per cent or less considered that there had been an improvement in the items reflecting pupils' attitudes and behavior.
2.5.2		Between the "pre" and "post" surveys there was an increase of at least 10 per cent in positive responses from all teachers to the folloiwng questions:
	2d	Has there been an improvement in the opportunities of pupils to be exposed to materials depicting minority groups?
	2c	Has there been an improvement in the opportunities of pupils to share enriching experiences with children of other ethnic and economic groups?
	1d	To what extent has the ESEA program provided opportunities to develop effective instructional materials?
		In addition, there was an increase of at least five per cent between the "pre" and "post" questionnaires in positive responses from all teachers to the following items:
	1a	Has the ESEA program provided opportunities to create an environment conducive to pupil learning?
	1j	Has the ESEA program provided opportunities to work with pupils who need enrichment activities?
	3g	Have there been changes for teachers in developing interest in community resources?
	5j	Have you observed improvement in pupils' academic achievement?

In connection with the last item, it is worth noting that improvement in children's academic achievement was observed by 52 per cent of all teachers in the "pre" survey, compared with 58 per cent of all teachers in the "post" survey.

Some aspects of the reactions of teachers to the ESEA program, especially in the Plan A schools, may be partially attributable to heightened expectations on their part. Even more, they may reflect the first year's experience with a new program, particularly in the Plan A schools, where the program was more elaborate and more intensive than in the Plan B schools. The program represented a departure in the manner of providing exceptional opportunities and exceptional services to teachers, of bringing new knowledge, new techniques, new materials to bear on their efforts to meet the special learning needs of their pupils. This was a pattern of help that teachers had long recognized as highly beneficial and it was provided in sufficient concentration to make a change in learning conditions for the children involved. It also represented a departure from the traditional self-contained classroom where one teacher, with little or no assistance, worked her own way through the task of meeting as many of the varied needs of his class as one person could.

Summary Observations (cont'd)

In the 1969-70 Title I program, careful consideration is being given to responses pointing to shifts of emphasis in the program which teachers thought necessary, especially in the areas of provision for individual differences, diagnosis, intercultural understanding, and availability of services and suitable materials at the time of need.

Differentiation of Survey Responses by Extent of Direct Service. A further analysis was made of the opinion survey of classroom teachers in Plan A schools according to the amount of service the individual teacher and his pupils received from ESEA personnel. The Plan A teachers were categorized as receiving either maximal services or minimal services. Maximal services were defined as an average contribution of three to eight hours of service per week, during which time the guiding teachers worked directly in the classroom with a single teacher and/or his pupils. Teachers designated as receiving minimal services included all other teachers in Plan A schools. The May 1969 responses showed a noticable difference between the two groups of teachers thus categorized by extent of direct service.

The general contours of this analysis are indicated by the following overall comparisons:

Table
2.5.3

For more than four-fifths of all items on the questionnaire, a higher percentage of maximal service teachers than minimal service teachers gave positive responses. For all but four of these items (1j, 3g, 5e, 5h), or for three-fourths of all items, the percentages of affirmative responses were markedly higher for maximal service teachers, the differences ranging from 11 per cent to 32 per cent.

Four-fifths of all items elicited positive responses from 50 per cent of maximum service teachers, but not more than three-fifths of all items brought positive responses from 50 per cent of minimum service teachers.

Two-thirds of the items called forth affirmative replies from 60 per cent of maximum service teachers while less than one-fifth of all items drew affirmative responses from 60 per cent of minimum service teachers.

Two-fifths of the items elicited positive responses from at least 70 per cent of maximal service teachers, while only two items evoked positive responses from as many as 70 per cent of minimal service teachers.

Seven questions elicited affirmative replies from 80 per cent of maximum service teachers, but there was no item for which 80 per cent of minimum service teachers gave positive replies.

More than 80 per cent of maximum service teachers responded "a great deal" or "some" to the following elements:

Table	Item	
2.5.3	1a	To what extent has the ESEA program provided opportunities to create an environment conducive to learning?
	1b	To what extent has the ESEA program provided opportunities to stimulate pupil interest?

Table	Item	
2.5.3	1c	To what extent has the ESEA program provided opportunities to develop innovative teaching methods?
	1d	To what extent has the ESEA program provided opportunities to develop effective instructional materials?
	1e	To what extent has the ESEA program provided opportunities to increase motivation in reading and language?
	3d	Have there been changes for teachers in using instructional equipment more effectively?
	9	To what extent has the ESEA program affected your classroom?

For the same items, about 60 per cent of minimum service teachers indicated positive responses.

The elements showing a particularly great contrast between teachers receiving the most service and those receiving the least, with percentage differences in response ranging from 25 per cent to 32 per cent, were the following:

2.5.3	1c	To what extent has the ESEA program provided opportunities to develop innovative teaching methods?
	1d	To what extent has the ESEA program provided opportunities to develop effective instructional materials?
	1f	To what extent has the ESEA program provided assistance in planning for pupils?
	1g	To what extent has the ESEA program provided opportunities to diagnose pupils' academic needs?
	3c	Have there been changes for teachers in observing and exchanging successful ideas and techniques?
	8	Are ESEA funds expended in your school as you feel they should be?

All of these elements except one (1g) were also among the items which elicited positive responses from at least 70 per cent of teachers receiving the greatest amount of service. It should be noted that the first five of these items represent important considerations in the refining of teaching skills and the upgrading of pupil achievement.

Another group of items exhibits a difference of at least 20 per cent between the responses of teachers receiving the most, and those receiving the least, service. This group consists of the following elements:

2.5.3	1a	To what extent has the ESEA program provided opportunities to create an environment conducive to learning?
	1h	To what extent has the ESEA program provided opportunities to improve classroom control and management?

Table	Item	
2.5.3	2b	Has there been improvement in pupils' awareness of opportunities for educational and economic betterment?
	3a	Have there been increased opportunities for teachers to share improved techniques in reading and language?
	3b	Have there been increased opportunities to examine and select the best new materials?
	3e	Have there been increased opportunities to understand the environment of the culturally disadvantaged?
	9	To what extent has the ESEA program affected your classroom?

Again, it can be observed that the items in this group, with one exception (2b), reflect important facets of the process of redirecting teachers' competence and raising pupils' achievement levels.

In three questions of a comprehensive nature concerning the ESEA program as a totality, large differences in percentage of positive responses appear between maximal service teachers and minimal service teachers. Approximately 85 per cent in the former category, in comparison with approximately 65 per cent in the latter category, responded "a great deal" or "some" to the following items:

2.5.3	1a	To what extent has the ESEA program provided opportunities to create an environment conducive to learning?
	9	To what extent has the ESEA program affected your classroom?
	10	Because of the ESEA program, do you expect more improvement in pupils than you would ordinarily?

The percentage of positive replies is virtually the same for both groups of teachers -- about 75 per cent -- for another question of a comprehensive type:

2.5.3	7	Of what value has the ESEA program been to your school?

Examination of the five sets of questions included in the survey, which represent five important areas of concern to the ESEA schools, yields interesting comparisons.

The first set of questions refers to improvement in the conditions of learning -- to increased opportunities for creating a productive learning environment, maintaining interest, developing new methods and suitable materials, analyzing learning difficulties and understanding pupils' behavior. More than 60 per cent of maximal service teachers indicated that the ESEA program had made a substantial contribution to their effectiveness in about three-fourths of the areas listed in this category. Only three of the same questions elicited affirmative replies from more than 60 per cent of minimal service teachers. One-half of the items in this group evoked positive responses from 70 to 90 per cent of maximum service teachers, while no item in this category called forth positive replies from as many as 70 per cent of minimum service teachers.

Table **Item**
2.5.3

In the second series of questions, concerning the enlarging of the experience and the perspectives of pupils, a higher percentage of maximum service teachers than minimum service teachers returned affirmative replies. Approximately 60 per cent of the former group, as against approximately 50 per cent of the latter group, gave affirmative answers to all four items in this set of questions, indicating that they had observed an increase in pupils' opportunities for cultural and enrichment contacts, for exposure to materials depicting minority groups, for acquaintance with the means of economic and educational betterment, and for intergroup experiences. The differences ranged from 14 to 20 per cent.

The third sequence of questions inquired about teachers' access to effective and new techniques and materials and also about the amount of help they had received in understanding the cultural milieu of their pupils. More than 60 per cent of maximal service teachers gave positive answers to all items except one. By contrast, for all items except one, less than 60 per cent of minimal service teachers made positive responses. For more than one-half of the items, 70 to 80 per cent of maximal service teachers replied affirmatively. In addition, the difference between teachers receiving more, and teachers receiving less, service was 15 per cent or more for over one-half of the items.

Curiously, a fourth set of questions, related to classroom problems, was virtually the only area of the survey in which a higher percentage of maximal service teachers than minimal service teachers responded negatively. The differences were not too great on the whole, however, and the order of difficulty reported is roughly similar for both groups of teachers. Recalling the findings of the corresponding section on classroom problems in the preceding analysis of teacher opinion (Table 2.5.2), it appears that Plan B teachers had more difficulty with ordinary classroom problems than Plan A teachers, but that, among Plan A teachers, those receiving more service experienced more difficulty than those receiving less service. These results, which applied to every item in this area except one (1f), are not easy to understand. One plausible supposition is that the teachers receiving greater help, presumably functioning at a higher level of competence, had a keener awareness of these factors as they affected the learning of pupils.

Looking more closely at the problem areas, the items causing difficulty for the largest number of teachers and the items showing somewhat greater differences in response between maximum and minimum service teachers concerned provision for individual differences, motivation, and suitability of curriculum and materials -- all important considerations in pupil achievement. The differences ranged from 12 to 16 per cent, with the number of maximum service teachers reporting difficulty ranging from 61 to 80 per cent, as against a range of 48 to 71 per cent for minimum service teachers.

In the reactions to four items relating to flexibility in the program (4e), availability of supplies and services (4i), classroom interruptions (4g), and discipline (4h), there were only small differences between teachers receiving more, and teachers receiving less, service. Items 4e and 4h were causing difficulty for less than 40 per cent of maximum service teachers and less than 35 per cent of minimum service teachers, while items 4g and 4i were causing difficulty for about 50 per cent of the former, and about 45 per cent of the latter, group.

Table **Item**
2.5.3

The high proportion of both maximal and minimal service teachers -- 80 per cent and 71 per cent respectively -- reporting difficulty with individual differences (4a) and the relatively small percentage differences in their responses are generally consonant with the analysis of Plan A and Plan B teachers' responses which showed 73 per cent of Plan A, and 69 per cent of Plan B, teachers reporting problems in this area, with this item standing first on the list of classroom difficulties for both groups.

This item seems to sketch a picture of the teaching situation in the ESEA schools. The pupils in these schools are prone to a great variety of learning handicaps. They may have inadequacies in visual and auditory discrimination, in fine-motor skill, and in language. Their background of experience may be seriously limited. They may be hampered by delayed cognitive development. These disabilities are often compounded by physical handicaps, inadequate care and nutrition, serious emotional and behavior problems, disturbed family relationships, ineffective work habits, poor self-concepts, and expectations of inferiority and failure. These unpromising ingredients occur in different mixtures in different pupils. There are relatively few pupils in the ESEA schools who have none of these difficulties and there are some pupils who have a number of them in discouraging complexity. A teacher charged with the education of these children has no enviable task. It seems reasonable to suppose that, the greater the competence of the teacher, the greater is his awareness of so formidable an array of individual needs.

The fifth set of questions concerned pupils' study habits and their behavior in school. Approximately 70 per cent of maximal service teachers, as compared with approximately 55 per cent of minimal service teachers, observed improvement in items related to study. About 48 per cent in the first category, and about 37 per cent in the second category, noted improvement in items referring to school conduct.

It is interesting to note that 69 per cent of maximal service teachers, 53 per cent of minimal service teachers, 57 per cent of all Plan A teachers, and 60 per cent of Plan B teachers considered that the actual academic achievement of pupils had shown improvement.

2.6 ELEMENTARY PUPILS' OPINION SURVEY

All fifth grade pupils in the five Plan A schools and four companion schools were asked to complete questionnaires concerning themselves and their schools. The questionnaires were administered in November 1968, and again in May 1969.

Pupils taking part in this survey came from the following schools:

Plan A Schools	Companion Schools
Bessie Carmichael	Bryant/Patrick Henry
Commodore Stockton	Garfield
Marshall Annex	Burnett
Golden Gate	Raphael Weill
Jedediah Smith	

In discussing the results of the survey, the responses "always or almost always" and "often" for items one through 19 in Table 2.6.1, and "very well" and "O.K." for items 20 through 26, were interpreted as positive responses. The November 1968 survey is referred to as the "pre" survey and the May 1969 survey as the "post" survey.

Summary of Elementary Pupils' Survey. The following statements call attention to the main findings of this questionnaire, with references to Table 2.6.1 in the appendix to this chapter.

In the questions that deal explicitly with the fifth graders' perception of teachers, the pupils give their teachers good marks for their care and concern. More than 70 per cent of pupils in both groups of schools gave positive responses on the "post" survey to the following questions:

Table	Item	
2.6.1	16	Do teachers really care about how well I do in school?
	17	Do teachers give me as much help as I need with my schoolwork?

Some questions refer to pupils' attention and participation in class and their promptness and thoroughness in carrying out independent assignments. On some of these items indicating pupils' perception of the extent to which they have acquired productive learning habits, both groups give themselves rather good ratings. In the May 1969 survey the percentage of both groups of pupils giving positive answers was 70 per cent or more for the following questions:

2.6.1	3	Do I begin work as soon as the teacher tells me?
	20	How do I behave in class?
	21	How do I follow directions in class?
	26	How do I work in a group?

On other items of this sort, pupils seem to recognize that there is some room for improvement. In the "post" survey about 60 per cent of both groups answered "always or almost always" or "often" to the following questions:

4	Do I finish my work?
11	Do I listen in class while others are talking?

About 50 per cent of both groups gave positive answers in the "post" questionnaire for the following items:

Table	Item	
2.6.1	7	Do I make up work I miss in class?
	9	Do I take part in class discussions?

In questions referring, not to study habits exclusively, but to all aspects of conduct in school, pupils presented a favorable report of themselves. At least 66 per cent of both groups in the "post" survey gave positive answers to the following:

2.6.1	2	Do I follow school rules?
	20	How do I behave in school?
	22	How do I behave on the playground?

The pupils awarding themselves good ratings for behavior on the playground constituted about 90 per cent of both groups.

To the questions asking the fifth graders how well they were doing in reading, the answers were optimistic. In the "post" survey, more than 80 per cent of pupils in both groups responded positively to the following items:

23	How do I read silently?
24	How do I read out loud?
25	How well do I understand what I read?

In regard to language facility adequate for everyday purposes, a less cheerful note is struck in the responses to the following:

10	Do I think others can understand what I say?

In the "post" survey, 56 per cent of pupils in Plan A schools and 66 per cent in the comparison schools answered "always or almost always" or "often."

It is known that children and teachers may have difficulties in communication which are attributable to their differing language patterns, among other things. This question, however, concerns children's ability to make themselves understood to their friends, their families, and other adults, including their teachers. On the assumption that pupils responded to this question as it stands and did not read other meanings into it, the picture presented is somber. This relatively low percentage of children who consider that they can make themselves understood most of the time reveals, in stark terms, one dimension of the educational problem faced by the schools.

Pupils' expectations in regard to further education were sought in the following questions:

2.6.1	31	How far do my parents plan for me to go in school?
	32	How far do I think I will able to go in school?

In the Plan A schools, 54 per cent of the pupils, as against 51 per cent in the companion schools, indicated that their parents plan that they will go to college. However, 46 per cent of the pupils themselves in the Plan A schools, and 49 per cent in the companion schools, expect to be able to go to college. Approximately six per cent of both groups indicated that their parents expect them only to finish high school, while approximately 15 per cent of both groups anticipated that they will be able to do so. About 35 per cent of both groups answered "don't know" to the inquiry about their parents' expectations and about 30 per cent of both groups answered "don't know" to the inquiry about their own expectations.

Table Item

One group of questions probed the social relationships of pupils in school. From 55 to 70 per cent of pupils responded "always or almost always" or "some" to the following items:

12 Am I a good sport when losing?

13 Do I get along well with other classmates?

14 Do I make friends easily?

18 Do I feel that I am part of the class group?

Some facets of a collective pupil self-image are hinted at in the preceding paragraphs, although this was not the primary purpose of the questionnaire. It would seem that pupils' perception of their social adjustment is fair, that their perception of many of their study habits and of their achievement is fairly good, that their view of their conduct in school is very good, and that their educational expectations extend to going to college for approximately 50 per cent and finishing high school for about another ten per cent.

2.7 EVALUATION OF TEACHER AIDE SERVICES

Teacher Questionnaire. To assess the value of elementary teacher aide services, questionnaires were sent to elementary teachers who utilized the services of teacher aides. Twenty-eight teachers completed the questionnaire.

Of major importance was the response to Question 1, "In assessing the value of services given by teacher aides working in your school, how helpful would you say these services have been?"

97% Very helpful   0% Of little help

3% Somewhat helpful   0% Not helpful

The value of teacher aide services was rated high by comments from teachers who indicated why that was so.

Two kindergarten teachers stated: "The teacher aide was the extra adult needed when pupils first enter kindergarten. She worked one-to-one with the pupil who had a special difficulty, and afforded the opportunity for a project which otherwise could not have been done.

"The teacher aide worked with small groups of non-English-speaking pupils. She had the opportunity to teach by repetition with small groups of pupils and taught language and comprehension development with non-verbal children."

The staff development specialists indicated that teacher aides were especially useful in securing and coordinating the use of instructional materials, providing instruction to individuals and small groups of pupils, thus lowering the pupil-adult ratio and assisting teachers with non-teaching duties.

A constant theme from many of the guiding teachers was that the teacher aide worked with pupils and gave them individual assistance with their lessons.

Most Useful Functions. Teachers indicated that the most useful functions of aides included:

Making games, flash cards, instructional materials, and devices to assist pupils with their work

Clipping and mounting pictures and news stories from newspapers and magazines

Helping to supervise games and conducting "show and tell" time

Writing work and necessary information on chalkboards

Locating supplies and materials for teacher and pupils

Helping during classroom activities, excursions and field trips

Operating audio-visual equipment such as the film strip projecter or the listening center

Using the audio-lingual technique of teaching English as a second language

Reading to pupils

Listening to pupils speak, read, and sing

Assisting pupils in writing stories by guiding them with spelling, capitalization and punctuation

Giving attention to pupils whose emotional tenseness kept them from regular participation in classroom activities

Meeting pupils, individually or in pairs, for 30 to 45 minutes for help in reading

Assisting the teacher by filing papers, absence notes, and records

Reading and correcting pupils' written work

Arranging bulletins boards and displays

Hours of Aide Assistance. Each teacher aide was limited to working 70 hours per month. When elementary teachers were asked, "What would be the maximum number of hours per month that you would want to have an aide assisting you?" they responded as follows:

Elementary Teacher Classification	Numbers	Average Number of Hours That Teachers Want Aide Assistance
Kindergarten	9	61 hours
School Staff Development Specialist	8	80
Primary Grade Guiding Teacher	4	120
Intermediate Grade Guiding Teacher	4	83
Compensatory Teacher	3	90

The responses from the majority of elementary teachers indicated that the number of hours that aides would be permitted to work should be increased.

Suggestions from Elementary Teachers to Improve Aide Programs. Teachers suggested a number of possibilities for the future:

Developing lesson plans to be given to teacher aides

Encouraging capable aides by providing them with information on how to complete their college training and receive their teaching credentials

Assigning aides directly to a teacher (classroom aide) to increase their effectiveness and utilization

Extending the short four-session in-service training of aides to include training prior to their period of service in the classrooms

Allowing more working hours for the aides to carry out their duties efficiently and fully utilize their talents

Having periodic in-service meetings for teacher aides and their teachers to discuss instructional problems that arise

Teacher Aide Questionnaires. Some of the 24 teacher aides answering questionnaires indicated previous experience with volunteer work. Others reported training in the Head Start Program, or had out-of-state elementary teaching credentials. One was formerly an elementary teacher who desired part-time work.

Those aides who were new to the job received in-service training through an orientation program of four sessions at the beginning of their work in the schools. Some were taught the operation of audio-visual equipment while others had the chance to experiment with newer curriculum materials. Other teacher aides indicated that most of their training was received from teachers and experienced aides with whom they worked.

A number of teacher aides indicated that they had taken the two-year Teacher Assisting Program at San Francisco City College. Their training included courses in orientation to tasks involved in assisting teachers, children's art, instructional media and operation and care of audio-visual equipment, children's drama, language arts for children, physical development and physical education for young children, education and society, psychology of the child, and community service.

Dr. Eugene McCreary, from the University of California, conducted some of the training program for teacher aides. He felt that the program did a great deal of good for the aides themselves and saw it as a way of adding enrichment to their own lives. "It gives them new insights and actually opens a new period in the lives of many of the women," he said.

Several comments from teacher aides indicate why they enjoy working in the program:

> "By working directly with the children, I find being an aide is a very rewarding job."
>
> "I like being close to the children, and helping those that cannot receive individual help at home with their school work."
>
> "It makes me feel that at least I am making an effort to help others."
>
> "Freedom -- I do not feel the pressure to make them learn. There is time to find out what kind of people they are."
>
> "I like seeing the progress of little minds. Children are precious beings and a joy to be near."
>
> "The best part of being a teacher aide is having the opportunity to observe, learn, and work with four guiding teachers. Working with highly qualified, competent, understanding people makes working with children easier and ten times more enjoyable."

2.8. EVALUATION OF ELEMENTARY FIELD TRIPS

All of the intensive and receiving elementary schools used the field trip funds that were allocated for transportation and paid admissions. The 5¢-per-pupil public transportation car tickets were used extensively by the teachers organizing the trips. The 5,313 pupils (not an unduplicated count) from kindergarten to grade six went on an average of 1.6 field trips during the year. The maximum number of field trips that any one class took was ten, although 70 per cent of the classes took only one trip during the year. The trips were chaperoned by 166 teachers, eight aides, seven parents and 39 unclassified adults.

Evaluation. Field trips are most effective when planned around classroom teaching units. Field trips were used to broaden and make more concrete the pupils' concepts in such various learning areas as science (plants and trees, wild and domestic animals, fish and seashore life, sources of food and conservation); social sciences (California history, general geography, the geography and landmarks of the San Francisco Bay Area); and the cultural life of our era and area (appreciation of art, aesthetics, different means of transportation, commercial life during the Christmas season, a cultural exchange between a Chinese urban ghetto school and a suburban school). Teachers used the field trips as opportunities to increase the verbal skills of their students in the areas of listening, alphabet-learning, reading, writing and speaking skills.

It was observed that adequate preparation before and after field trips helped the pupils learn and enjoy more. Such preparation consisted of helping the pupils anticipate and look for certain things. For example, for one aquarium trip, each child had chosen in advance a fish to learn and write about. "Each was delighted to recognize his own 'fish.'" For another trip a compensatory teacher presented a lesson on San Francisco to several regular classes and one classroom teacher reported, "She made it so interesting for us on our level -- with maps, movies, class participation -- that the children wanted to see our city!" Comments by the pupils during this trip showed their enjoyment in recognizing landmarks pointed out previously: "See, there's the Golden Gate Bridge -- it's painted red like Mrs. B . . . showed us." "There goes the Fisherman's Wharf . . . and there goes Chinatown -- we saw it in a movie."

Certain activities during and after the trips helped pupils to focus on their experience. Some classes took notes or made drawings during their trip, others took pictures or tape-recorded sounds heard during the trip. Follow-up classroom activities consisted of further research, creative art projects such as drawing and mural designing, discussions, story writing, reading and sharing stories and developing meaningful vocabulary lists.

Many of the effects of field trips were the learning experiences anticipated by the teachers. The excursions seemed to make topics that were read about in books and discussed in class come alive and become more concrete. One teacher described a trip to the beach as seeing "for real" the sand, the ocean, the animals we had learned about in the books. Another teacher who went to Moss

Beach said, "The children were truly excited about it." Still another teacher who took her third grade class to Muir Woods remarked, "The children really did not know what a forest was, let alone a redwood tree."

Another effect observed as a result of field trips was increased motivation and confidence in regard to study and self-expression. One teacher reports on an aquarium trip:

> "Children enjoyed identifying fish and discussing why they were so named. This trip gave these third-grade children something to talk about. The children were able to write short stories about this trip and did a cut-out mural depicting the various fish and water life seen on this trip. They learned the names of fish, read the names, and discussed what characterized each find with interest and ease. This trip helped the children gain confidence in themselves. They found they could read when it was something they had written and with which they were, therefore, familiar."

Sometimes, motivation following a field trip was so high that teachers had to extend their study of the topic. A teacher whose class was also studying sea life remarked:

> "The field trip brought lots of enthusiasm to the students about studying more about seashore life. The students made sand-casting molds with the various rocks and shells. They wrote cooperative stories about their experiences. The students listed new words and were very anxious to learn more about the seashore."

As a result of this enthusiasm, the teachers launched a total seashore unit. Films, stories, records, and specimens were later brought into the classroom to broaden the children's experiences in speaking, reading and writing.

Field trips were used to broaden the pupils' view of the world in which they live. Many of the pupils who took a bus tour of San Francisco really had no concept of the city outside their own immediate neighborhood. For some pupils who lived in the Mission district, with its flat architecture, it was a surprise and a delight to see houses supported by stilts on mountain sides.

Another class made a "cultural exchange" trip with a suburban elementary school. The teacher remarked that the pupils "reflected the beginnings of comparisons of the two environments, which involved questions of air pollution, space, styles of living, etc. I really feel that the children, most of whom were experiencing a suburban atmosphere for the first time, learned a great deal about their own lives as well as those of others."

Some pupils became so enthusiastic about the places they visited that they asked their parents to take them back to the place where they had been on the trip so that they might share their enthusiasm with their parents.

Field trips were effective as a means of improving human relations. The effect of a field trip most appreciated by one teacher was the "closeness between teacher and class" that developed during and after the trip. Another teacher recalling her trip to a beach writes: "We made a fire and roasted weenies for lunch. I think the fellowship around the fire was as important as the other learnings. It was a first-time experience for some."

The teacher who arranged the cultural exchange with a suburban school felt that, more important than the awareness of another way of life was " . . . the real feeling of visiting friends. Having shared letters and a visit, real relationships evolved. Who could ask for more as a first step toward acceptance of others?" Not only was acceptance of others being developed, but acceptance of self was possible. "Virgilio really found himself on the trip. He sang improvised, happy songs."

2.9 EVALUATION OF OUTDOOR EDUCATION

From March 1969 through May 1969 approximately 370 fifth graders from the five intensive service schools participated in a five-day outdoor education experience. Questionnaires were distributed to the participating pupils and their parents to obtain their opinions of, and reactions to, the program.

Summary of Pupil Questionnaires. From the 311 completed pupil questionnaires, the following summary statements present the enthusiastic reactions of the pupils to their outdoor experience. The detailed responses to the 15 questions are reported in Table 2.9.1 in the appendix to this chapter.

Table 2.9.1	Item	
		From 70 to 88 per cent of the pupils responded "a lot" to the following questions:
	1	How did you like the outdoor education camp?
	6	How much did you take part in the trail groups?
	12	How did you like:
	12a	going on hikes to learn about the trees, plants, bird and animal life?
	12c	using the microscope?
	12e	going to the seashore to learn about sea life?
	12f	the singing and stories around the campfire?
	12i	the talent show?
	11	A 90 per cent "yes" response was given to the question, "If you could, would you go to Outdoor Camp again?"
	13	The most popular activities, as listed by the pupils, were night hikes, folk dancing, eating, exploring the seashore and the talent show.
	15	When asked what they didn't like about Camp Redwood Glenn, the pupils' responses were: nothing folk dancing K.P. duty

Summary of Parent Questionnaire. The following summarizes the responses on the 128 parent questionnaires that were returned:

		TOTAL RESPONSES	PER CENT
1. Had your child had an overnight experience of this type before?	Yes	33	26
	No	95	74
2. Would you be willing to send your child again?	Yes	122	96
	No	3	2
	No Answer	3	2

3. What did your child learn at Outdoor School?

The following series of outcomes were among the replies to this question:

- Appreciation of the beauty of nature
- Physical education skills
- Hiking and climbing
- Recognizing sea animals, shells, and sea plants, insects and rodents, birds, animals and rocks
- Stars and constellations
- Use of a microscope
- Being alert
- Appreciation of wildlife and the lives of animals
- How to build a fire and live outdoors
- Table manners and setting a table
- Ability to observe outdoor life
- Ability to distinguish different types of trees, plants and cones
- Good behavior, including the importance of listening to the teacher
- Swimming
- Making beds
- Being independent and taking care of himself
- Ability to distinguish poison oak
- Snakes, including poisonous ones
- Meeting new friends, learning how to communicate and cooperate with them
- Ability to distinguish plants that can be eaten
- Ability of nature to create things
- Better ability to get along with people in general

4. Was there one outstanding thing that impressed your child?

- Hikes, including night hikes
- Banana slugs
- The campfire
- Folk dancing
- The biggest and tallest tree

4. (cont'd)

- Snakes
- The beach
- Learning about survival in a forest if lost
- Seeing things in real life

5. From what your child has told you, what part of the Outdoor School experience do you consider most valuable?

- Science activities
- Living away from home, learning responsibility and independence
- Learning about the outdoors and nature study
- Valuable training in how to live from nature's original food
- How to take care of himself in forests
- Fresh air and healthy surroundings
- Being with children of other races
- Supervised hikes and seeing forests and mountains
- Folk dancing (because it made my child feel more at ease with classmates)
- Losing fear of the dark
- Manners when served meals at the table
- Stars
- Swimming
- Making new friends and getting along as part of a large group
- Campfire singing and folk dancing
- Training in self-control

Among suggestions and comments made by parents were the following:

"They took good care of my child."

"I think it helps a child to learn and to understand more about nature."

"I'm happy that the children had this opportunity to live in the outdoors and learn a little about wild life."

"It was wonderful and healthy for them."

"This outdoor activity is very healthy for a physically underdeveloped child."

"I thought the whole idea was marvelous. I would send my child again."

"I hope that the program will be continued because it gives many of the children the wonderful experience of outdoor education."

"I think they should continue this program."

"We suggest that the program also be held in the summer vacation period."

"I don't think a school child has really lived until he or she has been to a wonderful camp like my son has. I am deeply grateful to everyone (who enabled) my son to have such a wonderful (educational experience)."

Important Features. The following observations were made by the teachers concerned in the Outdoor Education experience:

> Children seemed eager for, and responsive to, learning in the outdoor classroom.
>
> Where the classroom teacher attended camp, a great deal of rapport was established that heretofore did not exist
>
> Teachers and principals reported positive behavioral changes which they felt were attributable to the camp environment.
>
> Indirect learnings associated with living-group and dining-group responsibilities seemed to be of paramount importance to parents and teachers.
>
> Discipline problems were not eliminated by attending the camp.
>
> Children unable to provide necessary clothing and equipment for a week at camp were outfitted by program funds
>
> No major illnesses or accidents occurred during the camp period.

Teachers' Comments. "The Outdoor Education Program is a worthwhile adjunct to the educational program. It provides an unparalleled opportunity for a child to have experiences denied in the inner city."

"Although problems may arise, the bringing together of various socio-economic-racial groups can be a crucial experience for all children involved. It can be the key to understanding and brotherhood."

Follow-up Language Experience. The following stories were written by pupils from Marshall Annex School to accompany snapshots that were taken at the Camp.

"I was in the science room. I was looking at the things on the table. There was a giant piece of redwood and it was burned up. On the wall is a chart of animal tracks of all kinds -- bears, squirrels, birds, and ducks."

"My friends and I were standing on a rock when the girl standing on the sand got on a rock with moss on it and she slipped and came out wet."

"She put her hand in the Feel Box. She felt something warm and rough. She said she knew what it was. It was a pine cone. The lady asked questions about how it felt. 'Was it smooth?' She also asked other questions."

"I went to the beach. I was looking at the mussels that were growing. There are baby crabs in the water. I saw little trees that looked like palm trees. There were rocks with holes in them. There were snakes. I saw some plants that looked like flowers. When fish came they peeked in and the plants ate them. I saw some baby animals that had sand on them. I tried to pull some mussels from a bunch of them."

"We have eaten lunch and she took a picture of us. I have long hair and I have a blue shirt and these are my friends that I met at camp. Some of them come from West End School in San Rafael."

"We saw a sea lion and we collected sea shells at the beach. We saw all kinds of rocks and over the rocks were sea plants. We saw a starfish and a sea anemone."

"This picture is when a group of children from West End School and a group from our school were learning about the birds and snakes and more animals. The group was sitting in the hot sun."

"Some boys were burying a boy in the sand. Another counselor came up and took our pictures and then I put my hand in the sand and put some flowers on top of him. Then we told him to get up and he couldn't get up because he had so much sand that he looked like a fat man."

"That is me in the back. I am building a sand castle with a trail leader."

"This is a picture of my counselor holding a woodpecker and a piece of a tree it had pecked a hole in. My counselor is holding a woodpecker and I am holding the same thing."

"Miss ________ was teaching us about birds and how they make their sounds. She took us in the forest and we found a snake and she picked it up and took it to the science lab."

"On the trip a boy went to a tree farm. He drew a small Christmas tree."

"I went to the science class and I saw something like a banana slug. It was yellow. I saw little trees and I drew one of them. At the beach I saw seals, and I saw seaweed and a snake. A big ship went by. I saw a big crab. I have four seashells."

"A trail leader, _____, found a centipede and he showed it to us. A centipede has lots of legs. A centipede is kind of white."

"On Thursday we went to the beach and collected sea shells. Then we came back and met a girl. Two girls were singing 'Flea'."

"I was drawing a picture of a tree. The book beside me is a book called Trees. It has different kinds of pictures with trees in the book. We were drawing the tree in the Christmas tree farm."

"A counselor was teaching us about birds. She was telling us to come up and hold some birds. As you see there are three kids we know. There is a girl sitting down on the grass. There is a boy at the left-end corner and a girl at the right-end corner."

"A girl and I were partners and I was showing her a sea urchin. They have tiny tenacles that catch food."

"In this picture I was holding a seaweed. It was very stinky. That's why I was closing my mouth tight."

"This picture shows when we went to the Christmas tree farm and we had to pick a little tree to draw. This is me drawing a Christmas tree. My tree had little red dots."

"The hand you see is mine because when a trail group went to the beach we were supposed to look for crabs and I got a big one. It is in the picture."

MY DREAM OF CAMP

IF I GO TO CAMP
IT WILL BE LIKE A DREAM,
LIKE I AM IN HEAVEN,
LIKE THE STARS ARE UPON ME,
IT WOULD BE LIKE THE WHOLE WORLD
IS AROUND ME.
I WILL GET TO SEE THINGS
I HAVEN'T SEEN BEFORE:
IT WOULD BE LIKE MY FLYING
ON A MAGIC CARPET.
I WOULD FEEL LIKE I LIVED IN CAMP.
BUT, IF I DON'T GO,
IT WOULD BE LIKE I LOST THE WORLD,
I WOULD NEVER DREAM THAT AGAIN.

Recommendations. The project was evaluated by teacher and student participants, parents and principals. All agreed that outdoor education should be continued next year. This was the first year of the project and it appears to have a promising future.

Inter-district visitations were arranged and carried out by cooperating San Francisco Schools and Marin County Schools. Visitations between San Francisco Schools were also accomplished. The school visitation area should be expanded.

Post-camp activities, jointly the responsibility of the classroom teacher and the resource teacher, proved to be valuable and will be expanded next year.

2.10 EVALUATION OF SPEECH SERVICES

Five speech and hearing specialists were added to the District program this year. One effect of the additional personnel in the regular elementary schools can be seen in Table 2.10.1, which shows an increase of 447 pupils served for this school year. The 283 pupils served in the special service schools represent approximately eight per cent of all elementary pupils enrolled in the speech and hearing services program in the district this year. Table 2.10.1 indicates incidence figures and percentages which conform to those of the past two years. (Tables located in appendix of this chapter)

Incidence of Language Disorders. Increasingly significant change is noted in Table 2.10.2 in the incidence of language disorders. One of the more complex and evasive communicative disorders is that of language function. A language disorder affects learning and is often considered a correlate of behavioral disorders. Language evaluation and therapy are time-consuming and require coordination with the classroom teacher, the parent, and supportive school personnel. It is in the area of language evaluation that intensive differential diagnosis involves the study of the ethnic, social, cultural, emotional and linguistic background of each child.

That the environment of special school speech and hearing services is effective is indicated in Table 2.10.2. Language disorders comprise an increasing percentage of the speech specialist's caseload -- 21.9 per cent this year compared to 12.6 per cent last year. The average per school increased from 10 pupils last year to 15 pupils this year.

In-service emphasis on language disorders this year increased the percentage in other schools from eight per cent last year to 11 per cent this year. Reconsideration of speech sound learning and emphasizing language learning have resulted in a 10 per cent decrease in the incidence of articulation disorders in the special service schools.

Increased Number of Regular Sessions. Pupils with communicative disorders need regularly scheduled sessions two or more times per week for maximum effectiveness. Eighty-eight per cent of pupils enrolled in speech and language therapy in the special service schools received two therapy sessions per week, 11 per cent received three therapy sessions, and only one per cent received one session per week. In contrast, a wide range of nine to 91 per cent of pupils in other schools received one lesson per week, with the average approximately 44 per cent.

Total Involvement. The effectiveness of the speech development and correction program is reflected in the total involvement of the pupils who participate in it. One can readily observe their emerging self concepts and identities as well as their increasing facility as they find verbal means with which to enrich their communicative relationships with their homes, their schools and themselves.

The program is increasingly perceived by the principals, teachers and ancillary personnel in the special service schools as an essential part of the basic school program rather than as an ancillary service. Many of the parents served by this program have expressed genuine appreciation and enthusiasm for this service.

2.11 EVALUATION OF THE SERVICES OF SOCIAL WORKERS AND PSYCHOLOGISTS

Use of Time. Specific activities of social workers and psychologists in the nine intensive service schools were recorded on an activities and contacts record sheet. An analysis of these activities shows that the single largest block of time reported by the 14 professionals involved in the nine schools was in conference or consultation with teachers regarding individual students (26 per cent). The second most significant block of time (15 per cent) was spent in direct work with those children. Twelve per cent of the total time was spent with site administrative staff, discussing problems of individual children. (Table 2.11.1 located in the appendix of this chapter)

There were no important differences in accounting of time between the social workers and psychologists, except in terms of the testing method reported by psychologists only. Group meetings, such as cross-discipline meetings with the guiding teachers, are reported to have occupied nine per cent of the time, although they involved fewer people in the schools with a school staff development specialist only and no psychologist.

Meetings not focused on particular cases occupied 11 per cent of the time. Four per cent of the time was spent with teachers in groups discussing more general problems of urban education. In part, this reflects the time spent on attempted modification of attitudinal barriers in working with minority children. This effort by the social worker and psychologist teams was not as successful as the case-focused discussions because of resistance on the part of teachers.

Anecdotal Remarks. One social worker reported the following: "A rather young and inexperienced teacher asked the ESEA social worker and psychologist team to look at a first grade youngster who arrived from Hong Kong several months ago. It seemed he was not performing, daydreamed, and could not seem to understand simple instructions. The teacher felt he might be retarded or seriously disturbed. In the testing situation this boy was very polite to the psychologist and responded to her every direction as best he could. He spoke in a timid and meek voice, but it was obvious he was far from retarded.

"The bilingual social worker then attempted to engage him in a friendly conversation in Chinese. The change in personality was amazing. His whole body perked up, his eyes seemed to sparkle and he spoke in witty and humorous conversation. He spoke of his utter frustration in not being able to understand the teacher's instruction in English, of not being able to tell her when certain boys teased him, and of how he soon gave up. He enjoyed telling us about his home life, his childhood in Macao, the long hours his mother worked as a seamstress to support the family, etc.

"This boy was given top priority for the TESL class which opened in February, and he has blossomed forth as expected. He was put on free lunch and milk."

This story seems to point out how one child can appear as three different personalities to three different professionals and how important collaboration is.

Another social worker reported: "As a social worker I have known for many years that many of the children who are poor learners, who become restless, defiant, and mischievous, have a very low opinion of themselves. But this is hard to gauge from their overt behavior. They seem to be playing as they take the teacher's time from teaching, upset the routine of the class, and seem no more engaged in learning at the end of the day than at the beginning. After a day with one of these children in her room the teacher is tired, discouraged and often angry.

"This year a seven-year-old student transferred to our school. He was in the process of repeating low second grade. He could not read at all and his knowledge of numbers was very poor. He made no effort to learn and occupied himself with wandering around the room trying to initiate conversations, tearing other student's papers, grabbing their pencils, etc. When he was at his own desk, he was always doing things calculated to distract the rest of the class. His teacher asked me to talk with him.

"I began as I always do by introducing myself and saying that I talk with a lot of children in the school. I said that his teacher had asked me to talk with him because he was having trouble in class. I would not scold him. We would just talk together. I asked him some general questions about his family, the name of his old school, why he moved, what he liked to play, what he liked to eat. I asked for his most liked and disliked school subjects. No great reaction on this.

"I asked him what he thought the trouble in class was. I expected an answer that would deal with his inability to do the work. Instead, he looked absolutely wretched and said, 'I'm bad.' I said that I knew he misbehaved in class some of the time but that I was not mad at him about this. I wondered if school work was hard for him. He looked miserable as he said, 'Yes.' Does he find the work hard to understand? 'Yes,' with a deep sigh. Had school work always been difficult? A deep affirmative nod. Does he worry about this? 'Yes.'

"I said I would like to talk his concern over with his teacher because we might be able to find a way to help him. He said this would be okay with him. I explained that his teacher scolds him because she worries about him. As an afterthought I asked him if he understood 'scold' and 'worry.' He said that he did not. Then I said his teacher fussed at him because she frets about him. Comprehension was evident in his face.

"When I talked with his teacher, I pretty much repeated my chat. The teacher was relieved to hear that he had some concern about how he did in school. She sighed as though a great load had been taken off of her shoulders. We kept in close touch about him, and I continued to talk with him from time to time. His teacher prepared special learning materials for him. After some weeks, he began to read. He is so proud of himself. Significantly, things began to change for him in the classroom right after our first chat. Even more telling was his teacher's statement that her whole mental attitude toward him had changed after she was able to see him as a concerned child and not just a bad boy."

The following was reported by the social worker serving a school with many bilingual pupils: "A girl had been a problem in the classroom since her entry two and one-half years ago. She could not pay attention to her lessons, seemed unaware of what was happening much of the time, and would frequently make loud and inappropriate remarks to no one in particular. As her behavior grew worse, she was put on a part-day program. Referral to a mental health agency was difficult and time-consuming for school officials and, when the family was finally contacted, the resistance to treatment and recognition of the daughter's illness was high.

"Things had pretty well reached an impasse when the Spanish-speaking social worker arrived. The girl's behavior was so disruptive to the class that she could not be kept for even one hour a day. The school was anxious to be relieved of such responsibility, and the parents felt it was the school's responsibility that their daughter was sick in the first place and therefore they should allow her to stay.

"In this case the social worker was able to talk to the parents with a greater degree of rapport than they had previously experienced. The parents sensed an immediate identification with their own culture and life style. The principal acknowledged this feeling when she described the mother's unusually enthusiastic response upon learning of my presence in the school.

"After several discussions in person and on the telephone, the mother was much better able and more willing to understand the nature of her daughter's problem. The social worker was able to help her realize that mental illness was an affliction that had to be treated just like pneumonia or anything else. The social worker helped her to understand that there wasn't any one cause, but rather a combination of many things, that could have led to her daughter's handicap, and that it was important that she continue therapy so that she might be able to eliminate these negative things. It is hard for parents and school officials to understand such vague terms as mental illness, and the social worker was able to help define this term. The mother willingly signed a consent slip to place her daughter on home teaching and decided to continue her therapy.

"The family was able to withdraw the daughter, feeling that the move was in her best interest."

3

2.12 EVALUATION OF STUDY CENTERS

There were two ESEA elementary study centers this school year as compared with nine last school year. The study centers were operated after school for the use of all neighborhood public and non-public elementary school pupils. In September four ESEA target schools were given the opportunity to sponsor study centers following the 1967-68 recommendations of the study center teachers that the centers be operative from the beginning of the year instead of starting in mid-September. Because of the existence of over two dozen community-sponsored study centers throughout the city during the 1968-69 school year, only two of the four eligible target area schools found the need to sponsor a center.

The two centers provided a place to study for 127 pupils from eight schools. The average cost per pupil was approximately $31.00. The cost per hour of service to each pupil was $10.32.

For the many neighborhood children who do not have a quiet place at home to do schoolwork, the centers provided an environment conducive to developing good study habits and a feeling of accomplishment and success while doing their homework or getting additional academic help. By providing individualized and/or small-group professional assistance, the centers sought to help the pupils with their academic difficulties by improving their reading skills, their mathematical abilities and their facility in language arts.

To insure a workable teacher-pupil ratio, one center concentrated on children in the fourth grade. The prospective study center pupils were selected by their teachers. Letters for parental consent were available in English and Spanish because the majority of children selected had Spanish surnames. Since this center had children from five schools, all teachers having children involved in the program were notified of the objectives of the center and the nature and amount of work that should be sent with each pupil. A progress form was developed so that the study center teacher and the classroom teacher could keep each other apprised of the child's needs and progress.

Of the 127 fourth, fifth and sixth grade participants, 53 per cent attended the center for the entire year, with an average hourly attendance of 39 hours out of the 80 hours available for each pupil. The following chart shows the use of the centers for the year by percentage of pupil participation on an average weekly basis:

		Per Cent of Pupil Participation		
Hours	Hours Per Week	79-Pupil Center	48-Pupil Center	Total Center Enrollment(N=127)
1 -19	less than 1	32%	54%	40%
20-39	1 to 2	31	25	29
40-59	2 to 3	22	21	21
60-70	3 to 4	15	--	10
80	4	1	--	1

The study center teachers were asked to indicate changes in pupils' attitudes and academic progress. The chart below shows that more of those pupils who used the center for the entire year demonstrated a positive change in attitude than did those who used the center only one semester. When asked to indicate the effect of the study center on each pupil's academic progress, some study center teachers indicated that they didn't know and referred the question to the classroom teacher. Since about three-fifths of the study-center pupils were not rated on their growth in subject matter, academic improvement as a result of study center participation cannot be evaluated.

TOTAL NUMBER OF PUPILS IN THE STUDY CENTER PROGRAM COMPARED WITH THE NUMBER OF PUPILS IN THE PROGRAM FOR THE ENTIRE YEAR

"A Positive Change in Pupil's Attitudes Toward School and Learning"

	Number of Participants Based on Average Weekly Attendance					Entire Year Study Center Users	
	Less Than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 Thru 4 Hours	Total	No.	% of Total
Great Deal	3	6	8	2	19	14	74%
Some	5	15	14	11	45	24	53
None	5	7	4	--	16	7	41
No Comment	39	7	1	--	47	47	47
Total	52	35	27	13	127	127	53%
Entire Year Study Center Users	14	19	21	13			
Per Cent of Total	27%	54%	78%	100%			

"Pupil's Growth in Subject Matter"

	Number of Participants Based on Average Weekly Attendance					Entire Year Study Center Users	
	Less Than 1 Hour	1 to 2 Hours	2 to 3 Hours	3 Thru 4 Hours	Total	No.	% of Total
Great Deal	3	6	8	1	18	9	50%
Some	5	9	11	3	28	15	54
None	1	5	3	-	9	5	56
No Comment	41	15	7	9	72	38	52

All of the study center teachers volunteered for the after-school study center program. They were agreed that the pupils who attended regularly had been quite enthusiastic about coming to the center and that most of them were eager to improve their grades and make their teachers "proud of them." Several teachers commented that they had personally enjoyed working in the tutorial center and hoped to continue, if possible.

TABLE 2.1.1: PERSONAL AND FAMILY CHARACTERISTICS OF A SAMPLE OF TARGET AREA PUPILS, SAN FRANCISCO UNIFIED SCHOOL DISTRICT, GRADES H2, H4, AND H6

Data based on information offered by regular classroom teachers for sampled pupils in 21 target area San Francisco public elementary schools (Part One of Pupil Information Form)
Number of Pupils: H2 - 156, H4 - 101, H6 - 91

Form Item No.	Pupil Characteristic	Grade H2		Grade H4		Grade H6	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
2.	What is this pupil's sex?						
	Male	76	48.7	54	53.5	44	48.4
	Female	80	51.3	47	46.5	47	51.6
4.	How many days absent during the school year?						
	Less than 5 days	49	31.4	46	45.5	36	39.6
	5 to 10 days	48	30.8	22	21.8	19	20.9
	11 to 20 days	30	19.2	21	20.8	16	17.6
	21 to 30 days	17	10.9	7	6.9	7	7.7
	31 to 40 days	4	2.6	3	3.0	6	6.6
	More than 40 days	0	.0	0	.0	0	.0
5.	Were the absences due primarily to illness?						
	Yes	120	77.0	77	76.2	71	78.0
	No	18	11.5	12	11.8	17	18.7
	Don't know	18	11.5	4	4.0	1	1.1
6.	What mo. this yr. did pupil enroll in this school?						
	September	128	82.1	91	90.1	84	92.3
	October	5	3.2	5	4.9	2	2.2
	November	3	1.9	0	.0	1	1.1
	December	2	1.3	0	.0	2	2.2
	January	8	5.2	1	1.0	1	1.1
	February	3	1.9	1	1.0	0	.0
	March	5	3.2	0	.0	0	.0
	April	1	0.6	1	1.0	1	1.1
	May	1	0.6	2	2.0	0	.0
	June	0	.0	0	.0	0	.0
7.	What mo. did you first become this pupil's teacher?						
	September	73	46.8	51	50.5	68	74.7
	January	52	33.3	39	38.6	15	16.5
	Other	30	19.2	11	10.9	8	8.8
8.	What is occupation of head of pupil's household?						
	Farm or ranch owner or manager	0	.0	0	.0	0	.0
	Farm worker on one or more than one farm	1	0.6	0	.0	0	.0
	Laborer or domestic worker	31	19.9	17	16.8	24	26.4
	Semi-skilled worker	51	32.7	33	32.7	26	28.6
	Skilled worker	17	10.9	11	10.9	9	9.9
	Sales Agents and Representatives	2	1.3	3	3.0	0	.0
	Technical	2	1.3	0	.0	0	.0
	Manager or Foreman	2	1.3	2	2.0	1	1.1
	Official	2	1.3	1	1.0	1	1.1
	Professional	4	2.5	2	2.0	4	4.4
	No present occupation	36	23.1	29	28.7	24	26.4
9.	What is best estimate of yearly family income?						
	Under $3,000	18	11.5	17	16.8	25	27.5
	$3,000 - $5,999	66	42.3	37	36.6	34	37.4
	$6,000 - $9,000	31	19.9	23	22.8	19	20.9
	Over $9,000	2	1.3	1	1.0	7	7.7
10.	Is pupil's father employed?						
	Father deceased/No father in home	31	19.9	29	28.7	33	36.3
	Part-time, seasonal or intermittent work	7	4.5	2	2.0	4	4.4
	Full-time steady work	91	58.3	53	52.5	47	51.6
11.	Is pupil's mother employed?						
	Mother deceased/No mother in home	4	2.6	0	.0	7	7.7
	Part-time, seasonal or day work	22	14.1	16	15.8	13	14.3
	Full-time steady work	36	23.1	23	22.8	24	26.4

TABLE 2.1.2: PERSONAL AND FAMILY CHARACTERISTICS OF A SAMPLE OF TARGET AREA PUPILS, SAN FRANCISCO UNIFIED SCHOOL DISTRICT, GRADES H2, H4, AND H6 (continued)

Form Item No.	Pupil Characteristic	Grade H2		Grade H4		Grade H6	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
12.	How many people live in pupil's home?						
	4 or less	48	30.8	29	28.7	30	33.0
	5 or 6	64	41.0	38	37.6	37	40.6
	7 or 10	33	21.2	24	23.8	20	22.0
	More than 10	4	2.6	5	5.0	0	.0
13.	What is the pupil's father's educational level?						
	Little or no education	9	5.8	4	4.0	5	5.5
	Probably less than 8th grade	18	11.5	15	14.8	17	18.7
	Probably completed 8th grade	14	9.0	12	11.9	12	13.2
	Probably some high school	29	18.6	21	20.8	18	19.8
	Probably completed some high school	32	20.5	20	19.8	17	18.7
	Probably some post high school training	14	9.0	6	5.9	1	1.1
	Probably completed college	5	3.2	3	3.0	5	5.5
14.	What is the pupil's mother's educational level?						
	Little or no education	8	5.1	8	7.9	7	7.7
	Probably less than 8th grade	19	12.2	18	17.8	16	17.6
	Probably completed 8thth grade	15	9.6	9	8.9	11	12.1
	Probably some high school	33	21.2	26	25.7	17	18.7
	Probably completed high school	30	19.2	25	24.8	23	25.3
	Probably some post high school training	19	12.2	6	5.9	7	7.7
	Probably completed college	5	3.2	3	3.0	2	2.2
15.	Is an adult or teenager home in afternoon?						
	Most of the time	112	71.8	66	66.0	55	61.1
	Some of the time	19	12.2	15	15.0	16	17.8
	Seldom or never	4	2.6	6	6.0	5	5.5
	Don't know	16	10.2	13	13.0	14	15.6
16.	Is an adult usually home in the evening?						
	Most of the time	140	89.7	80	79.2	75	82.4
	Some of the time	4	2.6	9	8.9	2	2.2
	Seldom or never	1	0.6	1	1.0	0	.0
	Don't know	5	3.2	10	9.9	13	14.3
17.	In what type of neighborhood does pupil live?						
	Primarily residential	53	34.0	35	34.7	41	45.1
	Primarily commercial or industrial	0	.0	0	.0	1	1.1
	Residential and commercial/industrial	103	66.0	66	65.3	49	53.8
	Rural, farm or open country	0	.0	0	.0	0	.0
18.	What type of buildings are in neighborhood?						
	Well-kept single family houses	7	4.5	3	3.0	7	7.7
	Well-kept multi-family dwellings	33	21.2	16	16.0	23	25.3
	Run-down single family houses	6	3.8	1	1.0	1	1.1
	Run-down multi-family dwellings	109	69.9	80	80.0	54	59.3
	Don't know	1	0.6	0	.0	6	6.6
19.	What type of teacher-parent communication?						
	No communication	23	7.8	30	15.7	13	6.8
	Teacher-initiated comm. on academic prog.	63	21.4	33	17.3	50	26.0
	Teacher-initiated comm. on behavior	54	18.3	34	17.8	37	19.3
	Parent-initiated comm. on academic prog.	12	4.1	15	7.9	12	6.3
	Parent-initiated comm. on behavior	12	4.1	13	6.8	7	3.6
	Discussion at meeting of school organization	61	20.7	44	23.0	43	22.4
	Parent-requested meeting about his child	26	8.8	10	5.2	11	5.7
	Teacher-requested meeting about this child	44	14.9	12	6.3	19	9.9

TABLE 2.1.3: PERSONAL AND FAMILY CHARACTERISTICS OF A SAMPLE OF TARGET AREA PUPILS, SAN FRANCISCO UNIFIED SCHOOL DISTRICT, GRADES H2, H4, AND H6 (continued)

Form Item No.	Pupil Characteristic	Grade H2		Grade H4		Grade H6	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
20.	Educational aspirations parents hold for pupil?						
	Near the top of his class, they told me	11	7.0	11	10.9	15	16.5
	Pass this grade, they told me	15	9.6	12	11.9	10	11.0
	Near the top of his class, I feel	45	28.8	23	22.8	18	19.8
	Pass this grade, I feel	56	35.9	40	39.6	24	26.3
	Not concerned with his educ. achievement	5	3.2	2	2.0	8	8.8
	Don't know	20	12.8	13	12.8	16	17.6
21.	Parents fail to communicate when requested?						
	Yes	11	7.0	7	6.9	12	13.2
	No	138	88.5	90	89.1	78	85.7
22.	Pupil experiences before first grade?						
	None	15	9.2	5	4.9	2	2.2
	Kindergarten	126	76.8	71	70.3	75	81.5
	Nursery school	5	3.1	0	.0	1	1.1
	Head start, school year	0	.0	0	.0	0	.0
	Head start, summer	3	1.8	0	.0	0	.0
	Head start, don't know	1	0.6	0	.0	0	.0
	Other Preschool Programs	1	0.6	1	1.0	0	.0
	Don't know	13	7.9	24	23.8	14	15.2
23.	Pupil belongs to minority group?						
	Yes, American Indian	2	1.3	3	3.0	1	1.1
	Yes, Negro	74	47.4	48	47.5	53	58.2
	Yes, Oriental	22	14.1	19	18.5	17	18.7
	Yes Cuban descent	1	0.6	1	1.0	0	.0
	Yes, Mexican descent	33	21.2	12	11.9	9	9.9
	Yes, Puerto Rican descent	2	1.3	2	2.0	0	.0
	No	22	14.1	16	15.8	11	12.1
24.	Considering attitude, how far will pupil go?						
	8th grade or less	15	9.6	6	6.0	8	8.9
	9th or 10th grade	11	7.0	8	8.0	19	21.1
	11th or 12th grade but not graduate	19	12.2	17	17.0	11	12.2
	Graduate from high school	59	37.8	47	47.0	29	32.2
	Enter college	47	31.1	22	22.0	23	25.6
25.	Considering ability, how far could pupil go?						
	8th grade or less	15	9.6	5	4.9	9	9.9
	9th or 10th grade	9	5.8	10	9.9	9	9.9
	11th or 12th grade but not graduate	15	9.6	13	12.9	15	16.5
	Graduate from high school	51	32.7	34	33.7	28	30.8
	Enter college	61	39.1	39	38.6	30	32.9
26.	Any other language spoken in home?						
	Yes	57	36.5	33	32.7	27	29.7
	No	85	54.5	60	59.4	60	65.9
	Don't know	9	5.8	5	5.0	4	4.4
27.	Speak any other language learned out of school?						
	Yes	34	21.8	13	13.0	10	11.0
	No	106	68.0	86	86.0	77	56.0
	Don't know	11	7.0	1	1.0	3	3.0
28.	Pupil attended any other school?						
	No	83	53.2	41	40.6	43	47.2
	Yes, one other school	35	22.4	24	23.8	18	19.8
	Yes, two other schools	17	10.9	9	8.9	6	6.6
	Yes, three other schools	3	1.9	4	3.9	8	8.8
	Yes, four other schools	4	2.6	3	3.0	6	6.6
	Yes, don't know how many other	11	7.0	20	19.8	10	11.0

TABLE 2.1.4: PUPIL'S PARTICIPATION IN COMPENSATORY EDUCATION PROGRAMS, 1967-68, SAN FRANCISCO UNIFIED SCHOOL DISTRICT, GRADES H2, H4, AND H6

Data based on information offered by regular classroom teachers for sampled pupils in 21 target area San Francisco public elementary schools (Part Two of Pupil Information Form)
Number of Pupils: H2 - 156, H4 - 101, H6 - 91

Form Item No.	Characteristics of Pupil Participation	Grade H2		Grade H4		Grade H6	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
IA.	Average size of instructional group?						
	1 pupil	0	.0	0	.0	0	.0
	2 to 5 pupils	0	.0	0	.0	0	.0
	6 to 15 pupils	2	1.3	1	1.0	1	1.1
	16 to 25 pupils	59	37.8	25	24.7	29	32.2
	26 or more pupils	90	57.7	75	74.3	60	66.7
IB.	Number of instructors or tutors per group?						
	1 instructor	14	9.0	22	21.8	26	28.6
	2 instructors	136	87.2	79	78.2	65	71.4
	3 or more instructors	1	0.6	0	.0	0	.0
IC.	Weeks of instruction per year?						
	Less than 6 weeks	1	0.6	0	.0	0	.0
	6 to 12 weeks	0	.0	0	.0	0	.0
	13 to 24 weeks	3	1.9	5	5.0	3	3.3
	25 or more weeks	147	94.2	96	95.0	99	96.7
ID.	Hours of instruction per week?						
	Less than 5 hours	10	6.4	62	62.0	60	66.0
	5 to 10 hours	122	78.2	37	37.0	29	31.8
	11 or more hours	18	11.5	1	1.0	2	2.2
II.	Cultural enrichment participation?						
	Yes	118	75.6	100	100.0	83	91.2
	No	25	16.0	0	.0	3	3.3
III.1.	Diagnosis/correction of physical deficiencies?						
	Yes, by District-provided health services	47	30.1	17	16.8	27	29.7
	Yes, by special compensatory services	0	.0	1	1.0	0	.0
	Yes, but I don't know source	2	1.3	11	10.9	18	19.8
	No	89	57.0	60	59.4	34	37.4
III.2.	Did health program provide any examinations?						
	Yes	43	27.6	27	26.7	37	40.7
	No	4	2.6	2	2.0	5	5.5
III.3.	Did health program provide any treatment?						
	Yes	13	8.3	6	5.9	4	4.4
	No	36	23.1	23	22.8	37	40.7
IV.1.	Has pupil personnel services?						
	Yes, by District-provided services	4	2.6	3	3.0	7	7.7
	Yes, by special compensatory services	9	5.8	4	4.0	2	2.2
	Yes, but I don't know source	3	1.9	2	2.0	2	2.2
	No	137	87.8	88	87.1	72	79.1
IV.2.	What form did services take?						
	Individual counseling with psychologist	1	0.6	2	2.0	3	3.3
	Group counseling	4	2.6	0	.0	1	1.1
	Counseling with pupil's parents	12	7.7	6	5.9	5	5.5
	Special testing and diagnosis	5	3.2	1	1.0	3	3.3
V.	Participate in summer (1967) academic program?						
	Yes	14	9.0	9	8.9	6	6.7
	No	104	66.7	83	82.2	75	83.3
	Don't know	38	24.3	9	8.9	9	10.0

TABLE 2.1.5: PUPIL GROWTH IN TERMS OF STANDARDIZED READING TESTS FOR A SAMPLE OF TARGET AREA PUPILS. SAN FRANCISCO UNIFIED SCHOOL DISTRICT, GRADES H2, H4, AND H6

Data based on sampled pupils having pre- and post-test score in 21 target area San Francisco public elementary schools (Part Three of Pupil Information Form)

No. of Pupils	Pre-test: Stanford Reading				vs.	Pre-test: Stanford Reading			
	Mo./Yr.	Grade	Level	Form		Mo./Yr.	Grade	Level	Form
108	May '67	1.9	Pri.I	W		May '68	2.8	Pri.II	W
82	May '67	3.9	Pri.II	X		May '68	4.8	Pri.II	Y
75	Oct.'67	6.1	Int.II	W		May '68	6.8	Int.II	X

Test Score Change, Pre- vs. Post-test	Grade H1-H2 Pupils			Grade H3-H4 Pupils			Grade L-6-H6 Pupils		
	Number	Per Cent	Cumul. %	Number	Per Cent	Cumul. %	Number	Per Cent	Cumul. %
2.5 or more				1	1.2	1.2	2	2.7	2.7
+2.4									
+2.3	1	.9	.9				2	2.7	5.4
+2.2				1	1.2	2.4	2	2.7	8.1
+2.1							1	1.3	9.4
+2.0							1	1.3	10.7
+1.9							2	2.7	13.4
+1.8							1	1.3	14.7
+1.7	1	.9	1.8				1	1.3	16.0
+1.6	2	1.9	3.7	2	2.4	4.8	2	2.7	18.7
+1.5	1	.9	4.6				2	2.7	21.4
+1.4	2	1.9	6.5	2	2.4	7.2	1	1.3	22.7
+1.3	2	1.9	8.4	4	4.9	12.1	4	5.3	28.0
+1.2	1	.9	9.3	2	2.4	14.5	1	1.3	29.3
+1.1	2	1.9	11.2	2	2.4	16.9	5	6.7	36.0
+1.0	3	2.8	14.0	3	3.7	20.6	5	6.7	42.7
+0.9	8	7.4	21.4	2	2.4	23.0	5	6.7	49.4
+0.8	4	3.7	25.1	4	4.9	27.9	3	4.0	53.4
+0.7	9	8.3	33.4	5	6.1	34.0			
+0.6	7	6.5	39.9	7	8.5	42.5	3	4.0	57.4
+0.5	10	9.3	49.2	8	9.8	52.3	3	4.0	61.4
+0.4	9	8.3	57.5	3	3.7	56.0	7	9.3	70.7
+0.3	13	12.0	69.5	5	6.1	62.1	4	5.3	76.0
+0.2	12	11.1	80.6	4	4.9	67.0	3	4.0	80.0
+0.1	7	6.5	87.1	10	12.2	79.2	4	5.3	85.3
0.0	2	1.9	89.0	5	6.1	85.3	1	1.3	86.6
-0.1	4	3.7	92.7	5	6.1	91.4	1	1.3	87.9
-0.2	2	1.9	94.6	2	2.4	93.8	1	1.3	89.2
-0.3	1	.9	95.5				1	1.3	90.5
-0.4	2	1.9	97.4	1	1.2	95.0	1	1.3	91.8
-0.5 or more	3	2.8	100.2	4	4.8	99.8	6	8.0	99.8
25% Gained	0.8 yr. or more			0.8 yr. or more			1.3 yrs. or more		
50% Gained	0.4 yr. or more			0.5 yr. or more			0.8 yr. or more		

Grade When Tested	Grade Placement Scores			Grade Placement Scores			Grade Placement Scores		
	May'67	May'68	Diffen	May'67	May'68	Diffen	Oct.'67	May'68	Differ.
	(1.9)	(2.8)	(+.9)	(3.9)	(4.8)	(+.9)	(6.1)	(6.8)	(+.7)
75th%ile	1.7	2.5	+.8	3.2	3.9	+.7	5.0	6.1	+1.1
50th%ile	1.6	1.9	+.3	2.7	3.3	+.6	4.1	4.7	+ .6
25th%ile	1.5	1.7	+.2	1.9	2.2	+.3	3.2	3.8	+ .6

TABLE 2.1.6: COMPARATIVE TEACHER RATINGS ON SELECTED BEHAVIORS FOR A SAMPLE OF TARGET AREA PUPILS, SAN FRANCISCO UNIFIED SCHOOL DISTRICT, GRADE H2

(A) When teacher first knew the pupil this academic year, versus (B) May, 1968

Data based on analysis of the ratings given by regular classroom teachers to the 156 grade H2 pupils sampled in 21 target area San Francisco public elementary schools (Part Four of Pupil Information Form)

Pupil Behaviors	Time of Rating	Per Cent of Pupils Receiving Rating						
		"Far Below Aver." (#1)	(#2)	"Average" (#3)	(#4)	"Far Above Aver." (#5)	%Rated "Aver." & Above	Aver. Rating
1. Takes care in handling school property	(A)	6.5	10.9	50.0	28.3	4.3	82.6	3.13
	(B)	2.9	11.5	48.9	27.3	9.4	85.6	3.27
	Diff.	-3.6	+0.6	-1.1	-1.0	+5.1	+3.0	+.14
2. Shows responsibility in completing class assignments	(A)	15.2	24.6	32.6	18.9	8.7	60.2	2.81
	(B)	11.5	20.1	28.1	28.8	11.5	68.4	3.08
	Diff.	-3.7	-4.5	-4.5	+9.9	+2.8	+8.2	+.27
3. Is alert and wide awake in class	(A)	12.3	16.7	41.3	21.7	8.0	71.0	2.96
	(B)	6.5	18.0	41.0	23.7	10.8	75.5	3.14
	Diff.	-5.8	+1.3	-0.3	+2.0	+2.8	+4.5	+.18
4. Shows healthy curiosity	(A)	5.0	17.3	50.4	18.7	8.6	77.7	3.08
	(B)	3.6	14.4	44.6	25.2	12.2	82.0	3.28
	Diff.	-1.4	-2.9	-5.8	+6.5	+3.6	+4.3	+.20
5. Shows interest in learning new material	(A)	6.5	20.1	41.0	25.2	7.2	73.4	3.06
	(B)	5.0	12.2	40.3	32.4	10.1	82.8	3.30
	Diff.	-1.5	-7.9	-0.7	+7.2	+2.9	+9.4	+.24
6. Relates effectively to adults in school	(A)	5.1	15.9	48.6	23.2	7.2	79.0	3.11
	(B)	3.6	15.2	44.9	24.7	11.6	81.2	3.25
	Diff.	-1.5	-0.7	-3.7	+1.5	+4.4	+2.2	+.14
7. Works well with other pupils in group assignments	(A)	9.4	15.1	47.5	22.3	5.7	75.5	3.00
	(B)	5.0	16.6	44.6	23.7	10.1	78.4	3.17
	Diff.	-4.4	+1.5	-2.9	+1.4	+4.4	+2.9	+.17
8. Understands oral instructions	(A)	6.5	23.7	36.7	25.2	7.9	69.8	3.04
	(B)	2.9	17.3	38.8	31.6	9.4	79.8	3.27
	Diff.	-3.6	-6.4	+2.1	+6.4	+1.5	+10.0	+.23
9. Understands written instructions	(A)	17.3	25.9	33.8	17.3	5.7	56.8	2.68
	(B)	11.5	19.4	38.9	22.3	7.9	69.1	2.96
	Diff.	-5.8	-6.5	+5.1	+5.0	+2.2	+12.3	+.28
10. Is able to solve arithmetic problems	(A)	17.1	25.7	35.0	18.6	3.6	57.2	2.66
	(B)	11.4	21.4	37.9	22.9	6.4	67.2	2.91
	Diff.	-5.7	-4.3	+2.9	+4.3	+2.8	+10.0	+.25
11. Is able to express himself in oral recitation	(A)	7.8	24.3	38.6	20.7	8.6	67.9	2.98
	(B)	4.3	15.0	42.2	27.1	11.4	80.7	3.26
	Diff.	-3.5	-9.3	+3.6	+6.4	+2.8	+12.8	+.28
12. Pupil's participation and cooperation are sought by classmates	(A)	10.0	17.9	51.4	15.0	5.7	72.1	2.88
	(B)	7.1	18.6	48.6	18.6	7.1	74.3	3.01
	Diff.	-2.9	+0.7	-2.8	+3.6	+1.4	+2.2	+.13
13. Is responsive to your questions in class	(A)	10.0	22.9	42.8	15.7	8.6	67.1	2.90
	(B)	2.8	22.9	34.3	26.4	13.6	74.3	3.25
	Diff.	-7.2	00.0	-8.5	+10.7	+5.0	+7.2	+.35
14. Works diligently on classroom tasks	(A)	13.6	27.2	32.1	20.7	6.4	59.2	2.79
	(B)	8.6	21.4	32.8	24.3	12.9	70.0	3.18
	Diff.	-5.0	-5.8	+0.7	+3.6	+6.5	+10.8	+.39

TABLE 2.1.7: COMPARATIVE TEACHER RATINGS ON SELECTED BEHAVIORS FOR A SAMPLE OF TARGET AREA PUPILS, SAN FRANCISCO UNIFIED SCHOOL DISTRICT, GRADE H4

(A) When teacher first knew the pupil this academic year, versus (B) May, 1968

Data based on analysis of the ratings given by regular classroom teachers to the 101 grade H4 pupils sampled in 21 target area San Francisco public elementary schools (Part Four of Pupil Information Form)

Pupil Behaviors	Time of Rating	Per Cent of Pupils Receiving Rating					%Rated "Aver." & Above	Aver. Rating
		"Far Below Aver." (#1)	(#2)	"Average (#3)	(#4)	"Far Above Aver." (#5)		
1. Takes care in handling school property	(A)	7.0	9.0	41.0	26.0	17.0	84.0	3.37
	(B)	5.0	5.0	41.0	25.0	24.0	90.0	3.58
	Diff.	-2.0	-4.0	00.0	-1.0	+7.0	+6.0	+.21
2. Shows responsibility in completing class assignments	(A)	14.0	21.0	25.0	24.0	16.0	65.0	3.07
	(B)	9.0	17.0	26.0	26.0	22.0	74.0	3.35
	Diff.	-5.0	-4.0	+1.0	+2.0	+6.0	+9.0	+.28
3. Is alert and wide awake in class	(A)	8.0	19.0	40.0	20.0	13.0	73.0	3.11
	(B)	5.0	16.0	38.0	25.0	16.0	79.0	3.31
	Diff.	-3.0	-3.0	-2.0	+5.0	+3.0	+6.0	+.20
4. Shows healthy curiosity	(A)	4.1	18.4	42.8	18.4	16.3	77.5	3.24
	(B)	4.1	14.3	36.7	23.5	21.4	81.6	3.44
	Diff.	0.0	-4.1	-6.1	+5.1	+5.1	+4.1	+.20
5. Shows interest in learning new material	(A)	6.1	19.2	38.4	22.2	14.1	74.7	3.19
	(B)	3.0	19.2	31.3	26.3	20.2	77.8	3.41
	Diff.	-3.1	00.0	-7.1	+4.1	+6.1	+3.1	+.22
6. Relates effectively to adults in school	(A)	5.1	14.1	48.5	18.2	14.1	80.8	3.22
	(B)	5.1	11.1	45.5	23.2	15.1	83.8	3.32
	Diff.	0.0	-3.0	-3.0	+5.0	+1.0	+3.0	+.10
7. Works well with other pupils in group assignments	(A)	11.1	22.2	35.4	20.2	11.1	66.7	2.98
	(B)	10.1	18.2	30.3	28.3	13.1	71.7	3.16
	Diff.	-1.0	-4.0	-5.1	+8.1	+2.0	+5.0	+.18
8. Understands or instructions	(A)	9.1	20.2	41.4	13.1	16.2	70.7	3.07
	(B)	7.1	15.1	42.4	16.2	19.2	77.8	3.18
	Diff.	-2.1	-5.1	+1.0	+3.1	+3.0	+7.1	+.11
9. Understands written instructions	(A)	19.2	20.2	36.4	9.1	15.1	60.6	2.81
	(B)	17.2	20.2	32.3	12.1	18.2	62.6	2.94
	Diff.	-2.0	00.0	-4.1	+3.0	+3.1	+2.0	+.13
10. Is able to solve arithmetic problems	(A)	17.2	20.2	27.3	21.2	14.1	62.6	2.95
	(B)	16.2	18.2	25.2	21.2	19.2	65.6	3.09
	Diff.	-1.0	-2.0	-2.1	00.0	+5.1	+3.0	+.14
11. Is able to express himself in oral recitation	(A)	9.1	23.2	37.4	17.2	13.1	67.7	3.02
	(B)	8.1	20.2	37.4	19.2	15.1	71.7	3.13
	Diff.	-1.1	-3.0	00.0	+2.0	+2.0	+4.0	+.11
12. Pupil's participation and cooperation are	(A)	13.1	23.2	38.4	17.2	8.1	63.7	2.84
	(B)	12.1	16.2	43.4	20.2	8.1	71.7	2.96
	Diff.	-1.0	-5.0	+5.0	+3.0	0.0	+8.0	+.12
13. Is responsive to your questions in class	(A)	10.1	23.2	35.4	15.1	16.2	66.7	3.04
	(B)	8.1	19.2	33.3	18.2	21.2	72.7	3.25
	Diff.	-2.0	-4.0	-2.1	+3.1	+5.0	+6.0	+.21
14. Works diligently on classroom tasks	(A)	12.1	22.2	27.3	23.2	15.2	65.7	3.07
	(B)	9.1	19.2	27.3	25.2	19.2	71.7	3.26
	Diff.	-3.0	-3.0	00.0	+2.0	+4.0	+6.0	+.19

TABLE 2.1.8: COMPARATIVE TEACHER RATINGS ON SELECTED BEHAVIORS FOR A SAMPLE OF TARGET AREA PUPILS, SAN FRANCISCO UNIFIED SCHOOL DISTRICT, GRADE H6

(A) When teacher first knew the pupil this academic year, versus (B) May, 1968

Data based on analysis of the ratings given by regular classroom teachers to the 91 grade H6 pupils sampled in 21 target area San Francisco public elementary schools (Part Four of Pupil Information Form)

		Per Cent of Pupils Receiving Rating						
Pupil Behaviors	Time of Rating	"Far Below Aver." (#1)	(#2)	"Average" (#3)	(#4)	"Far Above Aver." (#5)	%Rated "Aver." & Above	Aver. Rating
1. Takes care in handling school property	(A)	7.3	14.6	42.7	20.8	14.6	78.1	3.21
	(B)	4.2	12.5	42.7	22.9	17.7	83.3	3.38
	Diff.	-3.1	-2.1	00.0	+2.1	+3.1	+5.2	+.17
2. Shows responsibility in completing class assign-	(A)	17.5	33.0	25.8	11.3	12.4	49.5	2.68
	(B)	9.3	19.6	28.9	24.7	17.5	71.1	3.22
	Diff.	-8.2	-13.4	+3.1	+13.4	+5.1	+21.6	+.54
3. Is alert and wide awake in class	(A)	8.2	35.1	34.0	10.3	12.4	56.7	2.84
	(B)	5.2	23.7	35.1	21.6	14.4	71.1	3.16
	Diff.	-3.0	-11.4	+1.1	+11.3	+2.0	+14.4	+.32
4. Shows healthy curiosity	(A)	6.3	33.3	30.2	21.9	8.3	60.4	2.93
	(B)	5.2	26.0	32.3	24.0	12.5	68.8	3.13
	Diff.	-1.1	-7.3	+2.1	+2.1	+4.2	+8.4	+.20
5. Shows interest in learning new material	(A)	7.2	29.9	36.1	16.5	10.3	62.9	2.93
	(B)	5.1	25.8	28.9	23.7	16.5	69.1	3.21
	Diff.	-2.1	-4.1	-7.2	+7.2	+6.2	+6.2	+.28
6. Relates effectively to adults in school	(A)	10.3	15.5	41.2	19.6	13.4	74.2	3.10
	(B)	5.2	14.4	44.3	19.6	16.5	80.4	3.28
	Diff.	-5.1	-1.1	+3.1	00.0	+3.1	+6.2	+.18
7. Works well with other pupils in group assignments	(A)	15.5	22.7	38.1	15.5	8.2	61.8	2.78
	(B)	9.3	24.8	34.0	17.5	14.4	65.9	3.03
	Diff.	-6.2	+2.1	-4.1	+2.0	+6.2	+4.1	+.25
8. Understands oral instructions	(A)	7.2	21.6	39.2	21.7	10.3	71.2	3.06
	(B)	3.1	17.5	41.3	23.7	14.4	79.4	3.29
	Diff.	-4.1	-4.1	+2.1	+2.0	+4.1	+8.2	+.23
9. Understands written instructions	(A)	14.5	26.8	34.0	17.5	7.2	58.7	2.76
	(B)	11.3	20.6	36.1	18.6	13.4	68.1	3.02
	Diff.	-3.2	-6.2	+2.1	+1.1	+6.2	+9.4	+.26
10. Is able to solve arithmetic problems	(A)	14.4	29.9	30.9	16.5	8.3	55.7	2.74
	(B)	11.4	20.6	37.1	17.5	13.4	68.0	3.01
	Diff.	-3.0	-9.3	+6.2	+1.0	+5.1	+12.3	+.27
11. Is able to express himself in oral recitation	(A)	18.6	24.7	35.1	13.4	8.2	56.7	2.68
	(B)	13.4	16.5	37.1	20.6	12.4	70.1	3.02
	Diff.	-5.2	-8.2	+2.0	+7.2	+4.2	+13.4	+.34
12. Pupil's participation and cooperation are sought by classmates	(A)	18.6	24.7	40.2	11.3	5.2	56.7	2.60
	(B)	15.5	22.7	37.1	15.5	9.2	61.8	2.80
	Diff.	-3.1	-2.0	-3.1	+4.2	+4.0	+5.1	+.20
13. Is responsive to your questions in class	(A)	12.4	27.8	42.3	11.3	6.2	59.8	2.71
	(B)	8.2	24.7	36.1	18.6	12.4	67.1	3.02
	Diff.	-4.2	-3.1	-6.2	+7.3	+6.2	+7.3	+.31
14. Works diligently on classroom tasks	(A)	14.4	29.9	28.9	16.5	10.3	55.7	2.78
	(B)	8.2	18.6	36.1	23.7	13.4	73.2	3.15
	Diff.	-6.2	-11.3	+7.2	+7.2	+3.1	+17.5	+.37

TABLE 2.1.9: TEACHER AND CLASSROOM CHARACTERISTICS OF A SAMPLE OF TARGET AREA PUPILS, SAN FRANCISCO UNIFIED SCHOOL DISTRICT, GRADES H2, H4, AND H6

Data based on information offered by regular classroom teachers for sampled pupils in 21 target area San Francisco public elementary schools (Teacher Information Form)
Number of Teachers: H2 - 29, H4 - 19, H6 - 18

Form Item No.	Teacher or Classroom Characteristic	Grade H2 Number	Grade H2 Per Cent	Grade H4 Number	Grade H4 Per Cent	Grade H6 Number	Grade H6 Per Cent
1.	**What is teacher's sex?**						
	Male	0	.0	1	5.3	7	38.9
	Female	29	100.0	18	94.7	11	61.1
2.	Years of full time teaching experience?						
	One year or less	3	10.4	1	5.3	1	5.5
	More than 1 year but less than 3 years	4	13.8	5	26.3	1	5.6
	Three years but less than 6 years	12	41.4	5	26.3	2	11.1
	Six years but less than 10 years	5	17.2	2	10.5	3	16.7
	Ten years or more	5	17.2	6	31.6	11	61.1
3.	Years in this school, including this year?						
	1 year or less	9	31.1	3	15.8	2	11.1
	More than 1 year but less than 3 years	5	17.2	6	31.6	1	5.6
	3 years but less than 6 years	9	31.1	5	26.3	4	22.2
	6 years but less than 10 years	1	3.5	2	10.5	3	16.7
	10 years or more	4	13.8	3	15.8	8	44.4
4.	Highest earned college degree held?						
	No degree or less than Bachelor's	0	.0	0	.0	0	.0
	Bachelor's degree	11	37.9	6	31.6	5	27.8
	Bachelor's plus 30 sem hours or Master's	17	58.6	12	63.1	9	50.0
	Master's plus 30 sem hours or 6th year degree	1	3.5	1	5.3	4	22.2
	Doctor's degree	0	.0	0	.0	0	.0
5.	Compare your undergraduate school with nation's colleges. Rate your own college academically:						
	Among top 10% academically	7	24.1	4	21.1	8	44.4
	Among 11% to 20% academically	6	20.7	5	26.3	4	22.2
	Among 21% to 30% academically	7	24.1	5	26.3	1	5.6
	Among 31% to 40% academically	4	13.8	0	.0	1	5.5
	Among 41% to 50% academically	2	6.9	2	10.5	3	16.7
	Among 51% to 60% academically	2	6.9	1	5.3	1	5.6
	Among 61% and higher per cent	1	3.5	1	5.3	0	.0
6.	During school year, how many teachers have held your particular teaching assignment for at least two consecutive weeks?						
	None except myself	26	89.7	16	84.2	13	72.2
	Myself and one other	2	6.9	1	5.3	4	22.2
	Myself and two others	1	3.4	1	5.3	1	5.6
	Myself and three others	0	.0	1	5.2	0	.0
7.	Services of non-certified aides in classroom?						
	No	10	34.5	12	63.1	10	55.6
	Yes, part-time or less than equivalent of one person full-time	19	65.5	1	35.2	8	44.4
	Yes, one person full-time or equivalent	0	.0	0	.0	0	.0
	Yes, more than one person full-time or equivalent	0	.0	0	.0	0	.0

TABLE 2.1.10: TEACHER AND CLASSROOM CHARACTERISTICS OF A SAMPLE OF TARGET AREA PUPILS, SAN FRANCISCO UNIFIED SCHOOL DISTRICT, GRADES H2, H4, AND H6 (Continued)

Form Item No.	Teacher or Classroom Characteristic	Grade H2		Grade H4		Grade H6	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
8.	Type of state teaching certificate held?						
	Highest certification offered in this state	21	72.4	15	78.9	16	88.9
	Certification, but less than highest	7	24.1	4	21.1	2	11.1
	Some form of temporary or emergency certif.	1	3.5	0	.0	0	.0
9.	Reside within attendance area of this school?						
	Yes	1	3.4	0	.0	1	5.6
	No	28	96.6	19	100.0	17	94.4
10.	Is teacher a member of minority group?						
	American Indian	0	.0	0	.0	0	.0
	Negro	2	6.9	4	21.0	4	22.2
	Oriental	4	13.8	1	5.3	2	11.1
	Cuban descent	0	.0	0	.0	0	.0
	Mexican descent	0	.0	0	.0	0	.0
	Puerto Rican descent	0	.0	0	.0	0	.0
	No	23	79.3	14	73.7	12	66.7
11a.	Pupils enrolled in your class on:						
	October 1, 1967?						
	15 to 17	0	.0	0	.0	0	.0
	18 to 20	1	3.5	0	.0	0	.0
	21 to 23	2	6.9	0	.0	0	.0
	24 to 26	8	27.5	3	15.7	1	5.6
	27 to 29	13	44.9	7	36.8	4	22.3
	30 to 32	3	10.3	2	10.5	5	27.7
	33 to 35	1	3.5	6	31.5	8	44.4
	36 to 38	0	.0	0	.0	0	.0
	April 1, 1968?						
	15 to 17	1	3.5	0	.0	0	.0
	18 to 20	0	.0	0	.0	0	.0
	21 to 23	3	10.3	0	.0	0	.0
	24 to 26	13	44.9	4	21.1	1	5.6
	27 to 29	8	27.5	2	10.5	7	38.9
	30 to 32	4	13.8	9	47.3	5	27.7
	33 to 35	0	.0	3	15.9	4	22.2
	36 to 38	0	.0	1	5.2	1	5.6
11b.	Pupils added between October 1 and April 1?						
	None	10	34.5	3	15.8	2	11.1
	1 to 3	6	20.7	3	15.8	6	33.3
	4 to 6	6	20.7	6	31.5	5	27.8
	7 to 9	3	10.3	0	.0	1	5.5
	10 to 12	3	10.3	3	15.8	1	5.5
	13 to 15	0	.0	1	5.2	1	5.5
11c.	Pupils removed between October 1 and April 1?						
	None	3	10.3	2	10.5	4	22.2
	1 to 3	13	44.8	5	26.3	3	16.7
	4 to 6	7	24.1	4	21.1	5	27.8
	7 to 9	4	13.8	2	10.5	3	16.7
	10 to 12	1	3.4	3	15.8	0	.0
	13 to 15	0	.0	0	.0	1	5.5
12.	One or more specialist teachers comes in to assist me with my whole class						
	Yes	2	6.9	3	15.8	5	27.8
	No	26	89.6	16	84.2	13	72.2

TABLE 2.1.11: TEACHER AND CLASSROOM CHARACTERISTICS OF A SAMPLE OF TARGET AREA PUPILS, SAN FRANCISCO UNIFIED SCHOOL DISTRICT, GRADES H2, H4, AND H6 (Continued)

Form Item No.	Teacher or Classroom Characteristic	Grade H2 Number	Grade H2 Per Cent	Grade H4 Number	Grade H4 Per Cent	Grade H6 Number	Grade H6 Per Cent
13.	I am the only teacher who teaches my whole class						
	Yes	25	86.2	17	89.5	11	61.1
	No	4	13.8	2	10.5	7	38.9
14.	Class organized for team teaching						
	Yes	4	13.8	0	.0	3	16.7
	No	25	86.2	17	89.5	15	83.3
15.	Pupils from my class and one or more other classes are ability grouped for one or more subjects						
	Yes	10	34.5	4	21.1	7	38.9
	No	19	65.5	15	78.9	11	61.1
16.	Tracking or ability grouping: Pupils are assigned to my class by ability or achievement level						
	Yes	6	20.7	3	15.8	4	22.2
	No	23	79.3	16	84.2	14	77.8
17.	Departmentalized: I regularly meet with several classes each day to teach in a limited subject matter area						
	Yes	0	.0	0	.0	1	5.6
	No	29	100.0	19	100.0	17	94.4
18.	My class is an ungraded special class enrolling only mentally retarded pupils						
	Yes	0	.0	0	.0	0	.0
	No	29	100.0	19	100.0	18	100.0
19.	Ungraded: My class is made up of pupils who would, in most schools, be in two or more different grades						
	Yes	5	17.2	3	15.8	3	16.6
	No	24	82.8	16	84.2	14	77.8
20.	Are the pupils for whom you have supplied information typical, in their academic performance, of most of the pupils you teach?						
	Yes	19	65.5	13	68.4	14	77.8
	No	10	34.5	6	31.6	3	16.6
21.	Estimate the proportion of pupils in your class who come from the following groups:						
	Professional or managerial workers						
	None	14	48.3	14	73.7	12	66.6
	1 to 25%	15	51.7	5	26.3	5	27.8
	26 to 50%	0	.0	0	.0	0	.0
	51 to 75%	0	.0	0	.0	0	.0
	76 to 100%	0	.0	0	.0	0	.0
	Skilled workers						
	None	8	27.6	3	15.8	3	16.6
	1 to 25%	20	69.0	16	84.2	13	72.2
	26 to 50%	1	3.4	0	.0	1	5.6
	51 to 75%	0	.0	0	.0	0	.0
	76 to 100%	0	.0	0	.0	0	.0

TABLE 2.1.12: TEACHER AND CLASSROOM CHARACTERISTICS OF A SAMPLE OF TARGET AREA PUPILS, SAN FRANCISCO UNIFIED SCHOOL DISTRICT, GRADES H2, H4, and H6 (Continued)

Form Item No.	Teacher or Classroom Characteristic	Grade H2		Grade H4		Grade H6	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
21. (Cont'd)	Semi-skilled workers						
	None	1	3.5	0	.0	0	.0
	1 to 25%	21	72.4	14	73.7	12	66.6
	26 to 50%	7	24.1	4	21.0	4	22.2
	51 to 75%	0	.0	1	5.3	1	5.6
	76 to 100%	0	.0	0	.0	0	.0
	Non-skilled workers and laborers						
	None	0	.0	1	5.3	0	.0
	1 to 25%	15	51.7	11	57.9	9	50.0
	26 to 50%	9	31.0	5	26.3	4	22.2
	51 to 75%	5	17.3	2	10.5	4	22.2
	76 to 100%	0	.0	0	.0	1	5.6
	Agricultural workers						
	None	25	86.2	18	94.7	17	94.4
	1 to 25%	2	6.9	1	5.3	0	.0
	26 to 50%	1	3.4	0	.0	0	.0
	51 to 75%	0	.0	0	.0	0	.0
	76 to 100%	0	.0	0	.0	0	.0
	Disadvantaged--welfare or unemployed						
	None	1	3.4	2	10.5	1	5.6
	1 to 25%	20	69.0	10	52.7	9	50.0
	26 to 50%	7	24.1	5	26.3	4	22.2
	51 to 75%	1	3.5	2	10.5	2	11.1
	76 to 100%	0	.0	0	.0	2	11.1
22.	Estimate the proportion of the pupils in your class who come from families in which head of household has education at the following levels:						
	Probably little or no education						
	None	6	20.7	8	42.1	5	27.8
	1 to 25%	18	62.1	10	52.6	9	50.0
	26 to 50%	2	6.9	1	5.3	4	22.2
	51 to 75%	1	3.4	0	.0	0	.0
	76 to 100%	0	3.4	0	.0	0	.0
	Probably less than 8th grade						
	None	4	13.8	3	15.8	2	11.1
	1 to 25%	24	82.8	13	68.4	9	50.0
	26 to 50%	1	3.4	2	10.5	6	33.3
	51 to 75%	0	.0	1	5.3	1	5.6
	76 to 100%	0	.0	0	.0	0	.0
	Probably completed 8th grade education						
	None	1	3.4	0	.0	0	.0
	1 to 25%	13	44.8	15	78.9	10	55.6
	26 to 50%	11	37.9	2	10.5	2	11.1
	51 to 75%	2	6.9	1	5.3	4	22.2
	76 to 100%	1	3.4	1	5.3	2	11.1
	Probably some high school						
	None	1	3.5	0	.0	0	.0
	1 to 25%	12	41.4	11	57.9	8	44.4
	26 to 50%	13	44.8	7	36.8	7	38.9
	51 to 75%	3	10.3	0	.0	2	11.1
	76 to 100%	0	.0	0	.0	1	5.6
	Probably completed high school						
	None	1	3.5	0	.0	0	.0
	1 to 25%	25	86.2	16	84.2	13	72.2
	26 to 50%	3	10.3	2	10.5	2	11.1
	51 to 75%	0	.0	1	5.3	2	11.1
	76 to 100%	0	.0	0	.0	0	.0

TABLE 2.1.13: TEACHER AND CLASSROOM CHARACTERISTICS OF A SAMPLE OF TARGET AREA PUPILS, SAN FRANCISCO UNIFIED SCHOOL DISTRICT, GRADES H2, H4, and H6 (Continued)

Form Item No.	Teacher or Classroom Characteristic	Grade H2 Number	Grade H2 Per Cent	Grade H4 Number	Grade H4 Per Cent	Grade H6 Number	Grade H6 Per Cent
22. (Cont'd)	Probably some post-high school or college						
	None	2	6.9	3	15.8	3	16.6
	1 to 25%	25	86.2	15	78.9	13	72.2
	26 to 50%	2	6.9	1	5.3	1	5.8
	51 to 75%	0	.0	0	.0	0	.0
	76 to 100%	0	.0	0	.0	0	.0
	Probably completed college						
	None	19	67.9	13	68.4	10	55.5
	1 to 25%	9	32.1	6	31.6	7	38.9
	26 to 50%	0	.0	0	.0	0	.0
	51 to 75%	0	.0	0	.0	0	.0
	76 to 100%	0	.0	0	.0	0	.0
23.	What proportion of the pupils in your class are members of the following minority groups?						
	American Indian						
	None	22	75.9	16	84.2	15	83.3
	1 to 10%	5	17.2	2	10.5	2	11.1
	11 to 30%	0	.0	0	.0	1	5.6
	31 to 70%	1	3.4	0	.0	0	.0
	71 to 90%	0	.0	0	.0	0	.0
	More than 90%	0	.0	0	.0	0	.0
	Negro						
	None	3	10.3	3	15.8	3	16.7
	1 to 10%	5	17.2	1	5.3	1	5.5
	11 to 30%	2	6.9	1	5.2	2	11.1
	31 to 70%	3	10.3	3	15.8	2	11.1
	71 to 90%	6	20.7	3	15.8	3	16.7
	More than 90%	9	31.0	8	42.1	7	38.9
	Oriental						
	None	9	31.0	6	31.6	7	38.9
	1 to 10%	15	51.7	9	49.4	8	44.4
	11 to 30%	1	3.4	0	.0	0	.0
	31 to 70%	0	.0	0	.0	0	.0
	71 to 90%	0	.0	1	5.2	0	.0
	More than 90%	3	10.3	2	10.5	3	16.7
	Cuban descent						
	None	21	72.4	15	79.0	16	88.9
	1 to 10%	5	17.2	3	15.8	2	11.1
	11 to 30%	1	3.4	0	.0	0	.0
	31 to 70%	0	.0	0	.0	0	.0
	71 to 90%	0	.0	0	.0	0	.0
	More than 90%	0	.0	0	.0	0	.0
	Mexican descent						
	None	8	27.6	9	47.4	8	44.4
	1 to 10%	12	41.4	7	36.8	4	22.2
	11 to 30%	0	.0	1	5.3	3	16.7
	31 to 70%	6	20.7	1	5.3	3	16.7
	71 to 90%	1	3.4	1	5.2	0	.0
	Puerto Rican descent						
	None	21	72.4	14	73.7	13	72.2
	1 to 10%	5	17.2	4	21.0	5	27.8
	11 to 30%	0	.0	0	.0	0	.0
	31 to 70%	0	.0	0	.0	0	.0
	71 to 90%	0	.0	0	.0	0	.0
	More than 90%	0	.0	0	.0	0	.0

TABLE 2.1.14: TEACHER AND CLASSROOM CHARACTERISTICS OF A SAMPLE OF TARGET AREA PUPILS, SAN FRANCISCO UNIFIED SCHOOL DISTRICT, GRADES H2, H4, AND H6 (Continued)

Form Item No.	Teacher or Classroom Characteristic	Grade H2		Grade H4		Grade H6	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
24.	What proportion of pupils in your class have participated in academic compensatory education programs in following subject areas this academic year?						
	Reading						
	None	0	.0	0	.0	1	5.5
	1 to 25%	1	3.4	1	5.3	1	5.6
	26 to 50%	0	.0	0	.0	0	.0
	51 to 75%	0	.0	0	.0	0	.0
	76 to 100%	28	96.6	18	94.7	16	88.9
	Arithmetic						
	None	2	6.9	11	57.9	9	50.0
	1 to 25%	2	6.9	0	.0	3	16.7
	26 to 50%	0	.0	0	.0	0	.0
	51 to 75%	0	.0	1	5.3	0	.0
	76 to 100%	25	86.2	7	36.8	6	33.3
	English Usage						
	None	2	6.9	8	42.1	7	38.9
	1 to 25%	2	6.9	3	15.8	4	22.2
	26 to 50%	0	.0	1	5.2	0	.0
	51 to 75%	0	.0	0	.0	0	.0
	76 to 100%	25	86.2	6	31.6	7	38.9
	Other Academic Programs						
	None	3	10.3	9	47.4	6	33.3
	1 to 25%	1	3.5	3	15.8	5	27.8
	26 to 50%	0	.0	0	.0	0	.0
	51 to 75%	0	.0	0	.0	0	.0
	76 to 100%	25	86.2	7	36.8	7	38.9
25.	When do pupils in your class usually participate in compensatory education programs listed by your principal?						
	Reading						
	Before or after school or weekends	0	.0	0	.0	0	.0
	During regular school day	29	100.0	19	100.0	17	94.4
	Do not participate in this type program	0	.0	0	.0	1	5.6
	Arithmetic						
	Before or after school or weekends	0	.0	0	.0	1	5.6
	During regular school day	27	93.1	8	42.1	8	44.4
	Do not participate in this type program	2	6.9	11	57.9	9	50.0
	English Usage						
	Before or after school or weekends	0	.0	0	.0	1	5.6
	During regular school day	27	93.1	10	52.6	10	55.5
	Do not participate in this type program	2	6.9	8	42.1	7	38.9
	Other Academic Programs						
	Before or after school or weekends	0	.0	0	.0	1	5.6
	During regular school day	26	89.7	10	52.6	11	61.1
	Do not participate in this type program	3	10.3	9	47.4	6	33.3

TABLE 2.2.1: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Plan A Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H1 **Date:** May, 1968
Pre-Test Level: Primary I **Form:** W

f	Cum f	%ile	Grade Placement
3	3	1	1.0
3	6	1	1.1
2	8	1	1.2
6	14	2	1.3
7	21	4	1.4
6	27	8	1.5
4	31	14	1.6
2	33	24	1.7
1	34	94	2.7
1	35	97	3.0

f = Frequency, No. of Pupils
Cum f= Cumulative Frequency
%ile = Percentile, National Norms

35 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile R.S.	75th%ile G.P.	50th%ile R.S.	50th%ile G.P.	25th%ile R.S.	25th%ile G.P.
	1.5		1.4		1.3

Post-Test Grade: H2 **Date:** May, 1969
Post-Test Level: Primary II **Form:** W

f	Cum f	%ile	Grade Placement
1	1	1	1.5
4	5	2	1.7
6	11	4	1.8
4	15	6	1.9
6	21	10	2.0
2	23	14	2.1
2	25	20	2.2
2	27	26	2.4
2	29	38	2.6
2	31	42	2.7
2	33	46	2.8
1	34	50	2.9
1	35	72	3.3

35 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile R.S.	75th%ile G.P.	50th%ile R.S.	50th%ile G.P.	25th%ile R.S.	25th%ile G.P.
	2.4		2.0		1.8

TABLE 2.2.2: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Total Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H1 Date: May, 1968
Pre-Test Level: Primary I Form: W

f	Cum f	%ile	Grade Placement
3	3	1	1.0
6	9	1	1.1
5	14	1	1.2
8	22	2	1.3
12	34	4	1.4
7	41	8	1.5
5	46	14	1.6
1	47	24	1.7
1	48	38	1.8

48 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	1.5		1.4		1.2

Post-Test Grade: H2 Date: May, 1969
Post-Test Level: Primary II Form: W

f	Cum f	%ile	Grade Placement
1	1	1	1.2
1	2	1	1.4
2	4	1	1.5
3	7	1	1.6
14	21	2	1.7
13	34	4	1.8
10	44	6	1.9
1	45	10	2.0
1	46	14	2.1
1	47	20	2.2
1	48	32	2.5

48 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	1.9		1.8		1.7

TABLE 2.2.3: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Total Schools
Type of Pupils: Companion Pupils, Public Schools

Pre-Test Grade: H1 Date: May, 1968
Pre-Test Level: Primary I Form: W

f	Cum f	%ile	Grade Placement
2	2	1	1.0
3	5	1	1.1
3	8	1	1.2
2	10	2	1.3
6	16	2	1.4
10	26	8	1.5
4	30	14	1.6
1	31	38	1.8

31 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	1.5		1.4		1.2

Post-Test Grade: H2 Date: May, 1969
Post-Test Level: Primary II Form: W

f	Cum f	%ile	Grade Placement
2	2	1	1.0
1	3	1	1.2
1	4	1	1.3
3	7	1	1.4
3	10	1	1.5
2	12	1	1.6
1	13	2	1.7
9	22	4	1.8
6	28	6	1.9
2	30	10	2.0
1	31	14	2.1

31 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	1.9		1.8		1.5

TABLE 2.2.4: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Plan A Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H2 **Date:** May, 1968
Pre-Test Level: Primary II **Form:** W

f	Cum f	%ile	Grade Placement
2	2	1	1.4
1	3	1	1.5
6	9	1	1.6
10	19	2	1.7
12	31	4	1.8
12	43	6	1.9
4	47	10	2.0
1	48	14	2.1
1	49	20	2.2
2	51	23	2.3
1	52	26	2.4
2	54	32	2.5
0	54	32	2.6
1	55	42	2.7
1	56	46	2.8

56 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	1.9		1.8		1.7

Post-Test Grade: H3 **Date:** May, 1969
Post-Test Level: Primary II **Form:** X

F	Cum f	%ile	Grade Placement
1	1	1	1.5
2	3	1	1.6
3	6	1	1.7
7	13	1	1.8
3	16	1	1.9
1	17	2	2.0
3	20	3	2.1
1	21	4	2.2
1	22	5	2.3
4	26	6	2.4
5	31	8	2.5
6	37	10	2.6
6	43	12	2.7
4	47	14	2.8
2	49	16	2.9
2	51	20	3.0
1	52	23	3.1
2	54	26	3.2
0	54	26	3.3
1	55	34	3.4
1	56	38	3.5

56 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	2.7		2.5		1.9

TABLE 2.2.5: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Plan A Schools
Type of Pupils: Companion Pupils, Public Schools

Pre-Test Grade: H2 Date: May, 1968
Pre-Test Level: Primary II Form: W

f	Cum f	%ile	Grade Placement
2	2	1	1.2
1	3	1	1.3
1	4	1	1.6
7	11	2	1.7
4	15	4	1.8
5	20	6	1.9
1	21	10	2.0
1	22	14	2.1
1	23	20	2.2
1	24	23	2.3
1	25	38	2.6

25 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile R.S.	75th%ile G.P.	50th%ile R.S.	50th%ile G.P.	25th%ile R.S.	25th%ile G.P.
	1.9		1.8		1.7

Post-Test Grade: H3 Date: May, 1969
Post-Test Level: Primary II Form: X

f	Cum f	%ile	Grade Placement
2	2	1	1.7
6	8	1	1.8
3	11	1	1.9
4	15	2	2.0
2	17	3	2.1
1	18	4	2.2
1	19	5	2.3
2	21	6	2.4
1	22	8	2.5
2	24	10	2.6
1	25	16	2.9

25 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile R.S.	75th%ile G.P.	50th%ile R.S.	50th%ile G.P.	25th%ile R.S.	25th%ile G.P.
	2.4		2.0		1.8

TABLE 2.2.6: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Plan B Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H2 **Date:** May, 1968
Pre-Test Level: Primary II **Form:** W

f	Cum f	%ile	Grade Placement
2	2	1	1.1
0	2	1	1.2
2	4	1	1.3
0	4	1	1.4
4	8	1	1.5
3	11	1	1.6
8	19	2	1.7
10	29	4	1.8
6	35	6	1.9
0	35	10	2.0
2	37	14	2.1
0	37	20	2.2
0	37	23	2.3
1	38	26	2.4

38 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile R.S.	75th%ile G.P.	50th%ile R.S.	50th%ile G.P.	25th%ile R.S.	25th%ile G.P.
	1.9		1.8		1.6

Post-Test Grade: H3 **Date:** May, 1969
Post-Test Level: Primary II **Form:** X

f	Cum f	%ile	Grade Placement
2	2	1	1.7
2	4	1	1.8
7	11	1	1.9
2	13	2	2.0
4	17	3	2.1
3	20	4	2.2
2	22	5	2.3
0	22	6	2.4
4	26	8	2.5
0	26	10	2.6
0	26	12	2.7
2	28	14	2.8
4	32	16	2.9
3	35	20	3.0
1	36	23	3.1
1	37	26	3.2
0	37	30	3.3
1	38	34	3.4

38 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile R.S.	75th%ile G.P.	50th%ile R.S.	50th%ile G.P.	25th%ile R.S.	25th%ile G.P.
	2.9		2.2		1.9

TABLE 2.2.7: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Receiving Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H2 Date: May, 1968
Pre-Test Level: Primary II Form: W

f	Cum f	%ile	Grade Placement
1	1	1	1.4
2	3	1	1.5
2	5	1	1.6
3	8	2	1.7
7	15	4	1.8
2	17	6	1.9
2	19	10	2.0
3	22	20	2.2
1	23	26	2.4
2	25	38	2.6
1	26	42	2.7
1	27	97	4.6

27 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	2.2		1.8		1.7

Post-Test Grade: H3 Date: May, 1969
Post-Test Level: Primary II Form: X

f	Cum f	%ile	Grade Placement
1	1	1	1.7
3	4	1	1.8
2	6	1	1.9
1	7	2	2.0
1	8	3	2.1
1	9	4	2.2
2	11	5	2.3
2	13	6	2.4
2	15	10	2.6
4	19	12	2.7
2	21	14	2.8
2	23	16	2.9
2	25	23	3.1
1	26	54	4.0
1	27	98	6.7

27 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	2.8		2.6		2.0

TABLE 2.2.8: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Total Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H2 **Date:** May, 1968
Pre-Test Level: Primary II **Form:** W

f	Cum f	%ile	Grade Placement
2	2	1	1.1
2	4	1	1.3
3	7	1	1.4
7	14	1	1.5
10	24	1	1.6
21	45	2	1.7
29	74	4	1.8
20	94	6	1.9
6	100	10	2.0
3	103	14	2.1
4	107	20	2.2
2	109	23	2.3
3	112	26	2.4
2	114	32	2.5
3	117	38	2.6
2	119	42	2.7
1	120	46	2.8
1	121	97	4.6

121 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	1.9		1.8		1.7

Post-Test Grade: H3 **Date:** May, 1969
Post-Test Level: Primary II **Form:** X

f	Cum f	%ile	Grade Placement
1	1	1	1.5
2	3	1	1.6
6	9	1	1.7
12	21	1	1.8
12	33	1	1.9
4	37	2	2.0
8	45	3	2.1
5	50	4	2.2
5	55	5	2.3
6	61	6	2.4
9	70	8	2.5
8	78	10	2.6
10	88	12	2.7
8	96	14	2.8
8	104	16	2.9
5	109	20	3.0
4	113	23	3.1
3	116	26	3.2
2	118	34	3.4
1	119	38	3.5
1	120	54	4.0
1	121	98	6.7

121 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	2.8		2.4		1.9

TABLE 2.2.9: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Total Schools
Type of Pupils: Companion Pupils, Public Schools

Pre-Test Grade: H2 Date: May, 1968
Pre-Test Level: Primary II Form: W

f	Cum f	%ile	Grade Placement
1	1	1	1.0
1	2	1	1.1
3	5	1	1.2
1	6	1	1.3
2	8	1	1.6
10	18	2	1.7
6	24	4	1.8
8	32	6	1.9
2	34	10	2.0
1	35	14	2.1
1	36	20	2.2
1	37	23	2.3
1	38	38	2.6

38 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	1.9		1.8		1.7

Post-Test Grade: H3 Date: May, 1969
Post-Test Level: Primary II Form: X

f	Cum f	%ile	Grade Placement
4	4	1	1.7
8	12	1	1.8
3	15	1	1.9
7	22	2	2.0
3	25	3	2.1
1	26	4	2.2
3	29	5	2.3
2	31	6	2.4
1	32	8	2.5
2	34	10	2.6
1	35	12	2.7
2	37	16	2.9
1	38	38	3.5

38 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	2.4		2.0		1.9

TABLE 2.2.10: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Comprehensive Program, Intensive Services
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H2 Date: May, 1968
Pre-Test Level: Primary II Form: W

f	Cum f	%ile	Grade Placement
1	1	1	1.5
4	5	2	1.7
3	8	4	1.8
2	10	6	1.9
4	14	10	2.0
1	15	14	2.1
2	17	20	2.2
4	21	23	2.3
5	26	26	2.4
2	28	32	2.5
1	29	38	2.6
6	35	42	2.7
8	43	46	2.8
1	44	50	2.9
1	45	56	3.0
2	47	62	3.1
2	49	72	3.3
1	50	84	3.6
1	51	86	3.7

51 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile R.S.	75th%ile G.P.	50th%ile R.S.	50th%ile G.P.	25th%ile R.S.	25th%ile G.P.
	2.8		2.4		2.0

Post-Test Grade: H3 Date: May, 1969
Post-Test Level: Primary II Form: X

f	Cum f	%ile	Grade Placement
1	1	1	1.6
1	2	1	1.7
5	7	8	2.5
6	13	10	2.6
3	16	12	2.7
5	21	14	2.8
5	26	16	2.9
6	32	23	3.1
4	36	26	3.2
2	38	30	3.3
3	41	34	3.4
1	42	38	3.5
2	44	42	3.6
2	46	44	3.7
2	48	48	3.8
1	49	54	4.0
2	51	76	4.7

51 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile R.S.	75th%ile G.P.	50th%ile R.S.	50th%ile G.P.	25th%ile R.S.	25th%ile G.P.
	3.4		2.9		2.6

TABLE 2.2.11: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Comprehensive Program, Intensive Services
Type of Pupils: Companion Pupils, Public Schools

Pre-Test Grade: H2 **Date:** May, 1968
Pre-Test Level: Primary II **Form:** W

f	Cum f	%ile	Grade Placement
2	2	1	1.1
0	2	1	1.2
6	8	1	1.3
1	9	1	1.4
4	13	1	1.5
5	18	1	1.6
10	28	2	1.7
6	34	4	1.8
8	42	6	1.9
2	44	10	2.0
1	45	14	2.1
0	45	20	2.2
2	47	23	2.3
3	50	26	2.4
4	54	33	2.5
3	57	38	2.6
3	60	42	2.7
0	60	46	2.8
0	60	50	2.9
1	61	56	3.0
1	62	62	3.1
1	63	68	3.2
0	63	72	3.3
2	65	76	3.4

65 **Number of Pupils**

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	**G.P.**	**R.S.**	**G.P.**	**R.S.**	**G.P.**
	2.4		1.8		1.6

Post-Test Grade: H3 **Date:** May, 1969
Post-Test Level: Primary II **Form:** X

f	Cum f	%ile	Grade Placement
1	1	1	1.1
2	3	1	1.8
4	7	1	1.9
7	14	2	2.0
3	17	4	2.2
9	26	5	2.3
10	36	6	2.4
6	42	8	2.5
5	47	10	2.6
1	48	12	2.7
2	50	14	2.8
1	51	16	2.9
2	53	20	3.0
2	55	23	3.1
1	56	30	3.3
2	58	42	3.6
1	59	44	3.7
1	60	48	3.8
1	61	50	3.9
1	62	54	4.0
1	63	56	4.1
1	64	74	4.6
1	65	97	6.4

65 **Number of Pupils**

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	**G.P.**	**R.S.**	**G.P.**	**R.S.**	**G.P.**
	2.8		2.4		2.2

TABLE 2.2.12: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Compensatory Reading, Intensive Services
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H2 **Date:** May, 1968
Pre-Test Level: Primary II **Form:** W

f	Cum f	%ile	Grade Placement
1	1	1	1.4
1	2	1	1.5
2	4	1	1.6
1	5	2	1.7
2	7	4	1.8
4	11	6	1.9
2	13	10	2.0
0	13	14	2.1
1	14	20	2.2
2	16	23	2.3
1	17	26	2.4
2	19	32	2.5
0	19	32	2.6
1	20	42	2.7

20 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	2.3		1.9		1.8

Post-Test Grade: H3 **Date:** May, 1969
Post-Test Level: Primary II **Form:** X

Raw Score	f	Cum f	%ile	Grade Placement
14	1	1	1	1.6
15	1	2	1	1.7
20	1	3	1	1.8
21	1	4	1	1.8
29	1	5	2	2.0
30	1	6	3	2.1
31	1	7	3	2.1
32	1	8	4	2.2
37	1	9	6	2.4
38	1	10	8	2.5
39	1	11	8	2.5
40	2	13	8	2.5
42	1	14	10	2.6
43	2	16	10	2.6
44	1	17	12	2.7
50	1	18	16	2.9
52	1	19	16	2.9
54	1	20	20	3.0

20 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
43	2.6	39	2.5	30	2.1

TABLE 2.2.13: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Plan A Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H3 Date: May, 1968
Pre-Test Level: Primary II Form: X

INTERVAL	STU	PCTL
3.8- 3.8	0	99
3.7- 3.7	0	99
3.6- 3.6	0	99
3.5- 3.5	1	99
3.4- 3.4	0	98
3.3- 3.3	1	97
3.2- 3.2	0	96
3.1- 3.1	0	96
3.0- 3.0	1	96
2.9- 2.9	3	92
2.8- 2.8	4	86
2.7- 2.7	5	78
2.6- 2.6	1	73
2.5- 2.5	4	68
2.4- 2.4	5	61
2.3- 2.3	2	54
2.2- 2.2	3	50
2.1- 2.1	1	46
2.0- 2.0	4	42
1.9- 1.9	7	32
1.8- 1.8	5	22
1.7- 1.7	5	13
1.6- 1.6	2	7
1.5- 1.5	1	4
1.4- 1.4	0	4
1.3- 1.3	2	2
1.2- 1.2	0	0
1.1- 1.1	0	0
1.0- 1.0	0	0

Interval = Grade Placement Score

Stu = Number of Students

Pctl = Percentile, This Distribution

57 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	2.7		2.3		1.9

Post-Test Grade: H4 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
45	1	57	99	4.3
41	2	56	96	4.0
40	2	54	93	4.0
38	2	52	89	3.9
36	2	50	86	3.8
35	1	48	83	3.7
34	2	47	81	3.7
33	1	45	78	3.6
32	3	44	75	3.5
31	2	41	70	3.4
30	3	39	66	3.3
29	2	36	61	3.3
28	4	34	56	3.2
27	3	30	50	3.2
26	6	27	42	3.1
25	5	21	32	3.1
24	6	16	23	3.0
23	1	10	17	3.0
22	3	9	13	2.9
21	2	6	9	2.8
19	2	4	5	2.7
16	1	2	3	2.6
12	1	1	1	2.3

Stu = Number of Students

Cum Stu = Cumulative No. of Students

Pctile = Percentile, This Distribution

Grade Place = Grade Placement Score

57 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
32.6	3.5	27.5	3.2	24.7	3.1

TABLE 2.2.14: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Plan A Schools
Type of Pupils: Companion Pupils, Public Schools

Pre-Test Grade: H3 Date: May, 1968
Pre-Test Level: Primary II Form: X

INTERVAL	STU	PCTL
5.0- 5.0	0	99
4.9- 4.9	0	99
4.8- 4.8	0	99
4.7- 4.7	0	99
4.6- 4.6	1	98
4.5- 4.5	0	95
4.4- 4.4	0	95
4.3- 4.3	0	95
4.2- 4.2	0	95
4.1- 4.1	0	95
4.0- 4.0	1	93
3.9- 3.9	0	90
3.8- 3.8	0	90
3.7- 3.7	0	90
3.6- 3.6	0	90
3.5- 3.5	0	90
3.4- 3.4	0	90
3.3- 3.3	0	90
3.2- 3.2	0	90
3.1- 3.1	0	90
3.0- 3.0	0	90
2.9- 2.9	0	90
2.8- 2.8	0	90
2.7- 2.7	1	88
2.6- 2.6	1	83
2.5- 2.5	0	81
2.4- 2.4	0	81
2.3- 2.3	0	81
2.2- 2.2	2	76
2.1- 2.1	3	64
2.0- 2.0	1	55
1.9- 1.9	2	48
1.8- 1.8	5	31
1.7- 1.7	4	10

21 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile R.S.	75th%ile G.P.	50th%ile R.S.	50th%ile G.P.	25th%ile R.S.	25th%ile G.P.
	2.2		2.0		1.8

Post-Test Grade: H4 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
80	1	20	98	7.2
37	2	19	90	3.8
36	1	17	83	3.8
31	1	16	78	3.4
30	3	15	68	3.3
27	1	12	58	3.2
26	1	11	53	3.1
25	2	10	45	3.1
24	1	8	38	3.0
23	1	7	33	3.0
21	1	6	28	2.8
20	1	5	23	2.8
19	2	4	15	2.7
18	1	2	8	2.7
14	1	1	3	2.4

20 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile R.S.	75th%ile G.P.	50th%ile R.S.	50th%ile G.P.	25th%ile R.S.	25th%ile G.P.
31.2	3.4	26.2	3.1	21.0	2.8

TABLE 2.2.15: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Plan B Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H3 Date: May, 1968
Pre-Test Level: Primary II Form: X

INTERVAL	STU	PCTL
3.8- 3.8	0	99
3.7- 3.7	0	99
3.6- 3.6	0	99
3.5- 3.5	0	99
3.4- 3.4	0	99
3.3- 3.3	0	99
3.2- 3.2	0	99
3.1- 3.1	0	99
3.0- 3.0	0	99
2.9- 2.9	2	94
2.8- 2.8	1	84
2.7- 2.7	0	81
2.6- 2.6	0	81
2.5- 2.5	1	78
2.4- 2.4	0	75
2.3- 2.3	1	72
2.2- 2.2	0	69
2.1- 2.1	0	69
2.0- 2.0	2	63
1.9- 1.9	5	41
1.8- 1.8	3	16
1.7- 1.7	1	3
1.6- 1.6	0	0
1.5- 1.5	0	0
1.4- 1.4	0	0
1.3- 1.3	0	0
1.2- 1.2	0	0
1.1- 1.1	0	0
1.0- 1.0	0	0

16 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile R.S.	75th%ile G.P.	50th%ile R.S.	50th%ile G.P.	25th%ile R.S.	25th%ile G.P.
	2.4		2.0		1.9

Post-Test Grade: H4 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
46	2	16	94	4.3
42	1	14	84	4.1
41	1	13	78	4.0
35	1	12	72	3.7
30	1	11	66	3.3
29	1	10	59	3.3
27	2	9	50	3.2
25	1	7	41	3.1
23	1	6	34	3.0
22	1	5	28	2.9
16	1	4	22	2.6
12	1	3	16	2.3
7	2	2	6	2.0

16 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile R.S.	75th%ile G.P.	50th%ile R.S.	50th%ile G.P.	25th%ile R.S.	25th%ile G.P.
36.5	3.8	28.5	3.3	17.5	2.7

TABLE 2.2.16: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Receiving Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H3 Date: May, 1968
Pre-Test Level: Primary II Form: X

INTERVAL	STU	PCTL
3.8- 3.8	0	99
3.7- 3.7	0	99
3.6- 3.6	0	99
3.5- 3.5	0	99
3.4- 3.4	1	98
3.3- 3.3	0	96
3.2- 3.2	0	96
3.1- 3.1	1	93
3.0- 3.0	0	91
2.9- 2.9	2	87
2.8- 2.8	0	83
2.7- 2.7	0	83
2.6- 2.6	0	83
2.5- 2.5	1	80
2.4- 2.4	1	76
2.3- 2.3	3	67
2.2- 2.2	1	59
2.1- 2.1	3	50
2.0- 2.0	2	39
1.9- 1.9	3	28
1.8- 1.8	3	15
1.7- 1.7	2	4
1.6- 1.6	0	0
1.5- 1.5	0	0
1.4- 1.4	0	0
1.3- 1.3	0	0
1.2- 1.2	0	0
1.1- 1.1	0	0
1.0- 1.0	0	0

23 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile R.S.	75th%ile G.P.	50th%ile R.S.	50th%ile G.P.	25th%ile R.S.	25th%ile G.P.
	2.4		2.2		1.9

Post-Test Grade: H4 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
62	1	21	98	5.5
40	1	20	93	4.0
37	1	19	88	3.8
35	1	18	83	3.7
33	2	17	76	3.6
31	1	15	69	3.4
30	1	14	64	3.3
29	4	13	52	3.3
28	1	9	40	3.2
27	2	8	33	3.2
26	1	6	26	3.1
25	1	5	21	3.1
22	1	4	17	2.9
21	1	3	12	2.8
19	1	2	7	2.7
18	1	1	2	2.7

21 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile R.S.	75th%ile G.P.	50th%ile R.S.	50th%ile G.P.	25th%ile R.S.	25th%ile G.P.
34.0	3.7	29.3	3.3	26.2	3.1

TABLE 2.2.17: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Receiving Schools
Type of Pupils: Companion Pupils, Public Schools

Pre-Test Grade: H3 Date: May, 1968
Pre-Test Level: Primary II Form: X

INTERVAL	STU	PCTL
3.8- 3.8	0	99
3.7- 3.7	0	99
3.6- 3.6	0	99
3.5- 3.5	0	99
3.4- 3.4	1	95
3.3- 3.3	2	80
3.2- 3.2	0	70
3.1- 3.1	1	65
3.0- 3.0	0	60
2.9- 2.9	1	55
2.8- 2.8	1	45
2.7- 2.7	1	35
2.6- 2.6	1	25
2.5- 2.5	1	15
2.4- 2.4	1	5
2.3- 2.3	0	0
2.2- 2.2	0	0
2.1- 2.1	0	0
2.0- 2.0	0	0
1.9- 1.9	0	0
1.8- 1.8	0	0
1.7- 1.7	0	0
1.6- 1.6	0	0
1.5- 1.5	0	0
1.4- 1.4	0	0
1.3- 1.3	0	0
1.2- 1.2	0	0
1.1- 1.1	0	0
1.0- 1.0	0	0

10 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	3.3		2.9		2.6

Post-Test Grade: H4 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
50	1	10	95	4.7
47	1	9	85	4.4
45	1	8	75	4.3
43	1	7	65	4.2
42	1	6	55	4.1
41	1	5	45	4.0
38	1	4	35	3.9
16	1	3	25	2.6
14	1	2	15	2.4
7	1	1	5	2.0

10 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
45.5	4.3	42.0	4.1	16.5	2.6

TABLE 2.2.18: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Total Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H3 Date: May, 1968
Pre-Test Level: Primary II Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
62	1	94	99	5.5
46	2	93	98	4.3
45	1	91	96	4.3
42	1	90	95	4.1
41	3	89	93	4.0
40	3	86	90	4.0
38	2	83	87	3.9
37	1	81	86	3.8
36	2	80	84	3.8
35	3	78	81	3.7
34	2	75	79	3.7
33	3	73	76	3.6
32	3	70	73	3.5
31	3	67	70	3.4
30	5	64	65	3.3
29	7	59	59	3.3
28	5	52	53	3.2
27	7	47	46	3.2
26	7	40	39	3.1
25	7	33	31	3.1
24	6	26	24	3.0
23	2	20	20	3.0
22	5	18	16	2.9
21	3	13	12	2.8
19	3	10	9	2.7
18	1	7	7	2.7
16	2	6	5	2.6
12	2	4	3	2.3
7	2	2	1	2.0

96 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	2.6		2.1		1.9

Post-Test Grade: H4 Date: May, 1969
Post-Test Level: Inter. I Form: X

INTERVAL	STU	PCTL
3.8- 3.8	0	99
3.7- 3.7	0	99
3.6- 3.6	0	99
3.5- 3.5	1	99
3.4- 3.4	1	98
3.3- 3.3	1	97
3.2- 3.2	0	97
3.1- 3.1	1	96
3.0- 3.0	1	95
2.9- 2.9	7	91
2.8- 2.8	5	85
2.7- 2.7	5	80
2.6- 2.6	1	77
2.5- 2.5	6	73
2.4- 2.4	6	67
2.3- 2.3	6	60
2.2- 2.2	4	55
2.1- 2.1	4	51
2.0- 2.0	8	45
1.9- 1.9	15	33
1.8- 1.8	11	19
1.7- 1.7	8	9
1.6- 1.6	2	4
1.5- 1.5	1	3
1.4- 1.4	0	2
1.3- 1.3	2	1
1.2- 1.2	0	0
1.1- 1.1	0	0
1.0- 1.0	0	0

94 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
33.2	3.6	28.1	3.2	24.6	3.1

TABLE 2.2.19: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Total Schools
Type of Pupils: Companion Pupils, Public Schools

Pre-Test Grade: H3 Date: May, 1968
Pre-Test Level: Primary II Form: X

INTERVAL	STU-PCTL
5.0- 5.0	0 99
4.9- 4.9	0 99
4.8- 4.8	0 99
4.7- 4.7	0 99
4.6- 4.6	1 99
4.5- 4.5	0 97
4.4- 4.4	0 97
4.3- 4.3	0 97
4.2- 4.2	0 97
4.1- 4.1	0 97
4.0- 4.0	1 96
3.9- 3.9	0 94
3.8- 3.8	0 94
3.7- 3.7	0 94
3.6- 3.6	0 94
3.5- 3.5	0 94
3.4- 3.4	1 93
3.3- 3.3	2 89
3.2- 3.2	0 86
3.1- 3.1	1 84
3.0- 3.0	0 83
2.9- 2.9	1 81
2.8- 2.8	1 79
2.7- 2.7	2 74
2.6- 2.6	2 69
2.5- 2.5	1 64
2.4- 2.4	1 61
2.3- 2.3	1 59
2.2- 2.2	3 53
2.1- 2.1	3 44
2.0- 2.0	2 37
1.9- 1.9	2 31
1.8- 1.8	5 21
1.7- 1.7	5 7

35 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	2.8		2.2		1.9

Post-Test Grade: H4 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
80	1	34	99	7.2
50	1	33	96	4.7
47	1	32	93	4.4
45	1	31	90	4.3
43	1	30	87	4.2
42	1	29	84	4.1
41	1	28	81	4.0
38	1	27	78	3.9
37	2	26	74	3.8
36	1	24	69	3.8
35	1	23	66	3.7
31	1	22	63	3.4
30	3	21	57	3.3
27	1	18	51	3.2
26	2	17	47	3.1
25	2	15	41	3.1
24	2	13	35	3.0
23	1	11	31	3.0
21	1	10	28	2.8
20	1	9	25	2.8
19	2	8	21	2.7
18	1	6	16	2.7
17	1	5	13	2.6
16	1	4	10	2.6
14	2	3	6	2.4
7	1	1	1	2.0

34 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
37.8	3.9	27.2	3.2	20.5	2.8

TABLE 2.2.20: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Comprehensive Program, Intensive Services
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H3 Date: May, 1968
Pre-Test Level: Primary II Form: X

Post-Test Grade: H4 Date: May, 1969
Post-Test Level: Inter. I Form: X

INTERVAL	STU	PCTL
8.0- 8.0	0	99
6.4- 6.4	1	99
6.3- 6.3	0	99
5.3- 5.3	1	98
5.2- 5.2	0	98
5.1- 5.1	2	96
5.0- 5.0	0	95
4.9- 4.9	0	95
4.8- 4.8	0	95
4.7- 4.7	1	94
4.6- 4.6	1	93
4.5- 4.5	1	92
4.4- 4.4	0	91
4.3- 4.3	0	91
4.2- 4.2	0	91
4.1- 4.1	1	91
4.0- 4.0	3	88
3.9- 3.9	0	86
3.8- 3.8	4	84
3.7- 3.7	2	80
3.6- 3.6	2	78
3.5- 3.5	1	76
3.4- 3.4	6	71
3.3- 3.3	3	66
3.2- 3.2	2	63
3.1- 3.1	5	58
3.0- 3.0	5	52
2.9- 2.9	5	46
2.8- 2.8	4	40
2.7- 2.7	4	35
2.6- 2.6	3	31
2.5- 2.5	2	28
2.4- 2.4	1	26
2.3- 2.3	0	25
2.2- 2.2	1	24
2.1- 2.1	2	23
2.0- 2.0	3	19
1.9- 1.9	3	16
1.8- 1.8	5	11
1.7- 1.7	3	6
1.6- 1.6	0	4
1.5- 1.5	0	4
1.4- 1.4	0	4
1.3- 1.3	0	4
1.2- 1.2	2	3
1.1- 1.1	0	1
1.0- 1.0	1	1

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
83	1	80	99	7.7
82	1	79	98	7.5
81	1	78	97	7.4
77	1	77	96	6.9
73	1	76	94	6.5
72	2	75	93	6.3
66	1	73	91	5.8
64	1	72	89	5.7
63	1	71	88	5.6
61	1	70	87	5.4
59	1	69	86	5.3
58	1	68	84	5.2
57	3	67	82	5.1
55	3	64	78	5.0
54	1	61	76	4.9
52	3	60	73	4.8
49	1	57	71	4.6
48	2	56	69	4.5
47	1	54	67	4.4
46	1	53	66	4.3
45	3	52	63	4.3
44	3	49	59	4.2
43	4	46	55	4.2
42	2	42	51	4.1
41	2	40	49	4.0
40	1	38	47	4.0
39	3	37	44	3.9
38	1	34	42	3.9
37	1	33	41	3.8
36	1	32	39	3.8
35	3	31	37	3.7
34	2	28	34	3.7
32	3	26	31	3.5
30	2	23	28	3.3
29	2	21	25	3.3
27	4	19	21	3.2
25	1	15	18	3.1
24	4	14	15	3.0
23	2	10	11	3.0
20	1	8	9	2.8
19	1	7	8	2.7
17	1	6	7	2.6
15	2	5	5	2.5
13	1	3	3	2.4
8	1	2	2	2.1
7	1	1	1	2.0

80 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	3.5		3.0		2.3

80 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
53.5	4.9	42.0	4.1	29.0	3.3

TABLE 2.2.21: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Comprehensive Program, Intensive Services
Type of Pupils: Companion Pupils, Public Schools

Pre-Test Grade: H3 Date: May, 1968
Pre-Test Level: Primary II Form: X

INTERVAL	STU	PCTL
6.9- 6.9	1	99
5.5- 5.5	2	97
5.4- 5.4	0	96
5.3- 5.3	0	96
5.2- 5.2	0	96
5.1- 5.1	1	96
5.0- 5.0	0	95
4.9- 4.9	0	95
4.8- 4.8	1	94
4.7- 4.7	0	94
4.6- 4.6	0	94
4.5- 4.5	1	93
4.4- 4.4	3	91
4.3- 4.3	0	89
4.2- 4.2	0	89
4.1- 4.1	0	89
4.0- 4.0	2	87
3.9- 3.9	2	85
3.8- 3.8	3	82
3.7- 3.7	0	80
3.6- 3.6	1	79
3.5- 3.5	1	78
3.4- 3.4	3	75
3.3- 3.3	4	71
3.2- 3.2	1	68
3.1- 3.1	0	67
3.0- 3.0	3	65
2.9- 2.9	4	61
2.8- 2.8	7	54
2.7- 2.7	6	46
2.6- 2.6	2	41
2.5- 2.5	5	36
2.4- 2.4	3	31
2.3- 2.3	2	28
2.2- 2.2	3	25
2.1- 2.1	0	23
2.0- 2.0	3	21
1.9- 1.9	5	16
1.8- 1.8	5	9
1.7- 1.7	4	4
1.6- 1.6	1	1

79 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	3.4		2.8		2.2

Post-Test Grade: H4 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
89	1	76	99	9.0
81	1	75	98	7.4
77	1	74	97	6.9
74	2	73	95	6.6
70	2	71	92	6.1
68	1	69	90	6.0
62	1	68	89	5.5
61	3	67	86	5.4
55	2	64	83	5.0
51	1	62	81	4.7
49	1	61	80	4.6
46	1	60	78	4.3
45	1	59	77	4.3
43	1	58	76	4.2
42	1	57	74	4.1
41	1	56	73	4.0
40	4	55	70	4.0
38	3	51	65	3.9
37	1	48	63	3.8
36	2	47	61	3.8
34	2	45	58	3.7
32	2	43	55	3.5
31	1	41	53	3.4
30	2	40	51	3.3
29	2	38	49	3.3
28	2	36	46	3.2
27	5	34	41	3.2
26	2	29	37	3.1
25	3	27	34	3.1
24	2	24	30	3.0
23	3	22	27	3.0
22	2	19	24	2.9
21	5	17	19	2.8
20	1	12	15	2.8
19	1	11	14	2.7
16	2	10	12	2.6
15	1	8	10	2.5
12	2	7	8	2.3
11	2	5	5	2.2
9	1	3	3	2.1
7	1	2	2	2.0
4	1	1	1	2.0

76 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
43.0	4.2	30.0	3.3	22.9	3.0

TABLE 2.2.22: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Compensatory Reading, Intensive Services
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H3 **Date:** May, 1968
Pre-Test Level: Primary II **Form:** X

f	Cum f	%ile	Grade Placement
2	2	1	1.3
0	2	1	1.4
0	2	1	1.5
1	3	1	1.6
2	5	1	1.7
1	6	1	1.8
1	7	1	1.9
1	8	2	2.0
1	9	3	2.1
3	12	4	2.2
1	13	5	2.3
3	16	6	2.4
1	17	8	2.5
0	17	10	2.6
4	21	12	2.7
0	21	14	2.8
1	22	16	2.9

22 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	2.5		2.2		1.8

Post-Test Grade: H4 **Date:** May, 1969
Post-Test Level: Inter. I **Form:** X

f	Cum f	%ile	Grade Placement
2	2	3	2.8
1	3	4	2.9
2	5	6	3.0
3	8	8	3.1
3	11	8	3.1
2	13	10	3.2
1	14	10	3.2
1	15	10	3.3
2	17	10	3.3
2	19	11	3.4
1	20	20	3.7
1	21	20	3.7
1	22	26	4.0

22 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
	3.3		3.2		3.1

TABLE 2.2.23: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Plan A Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: L4 Date: May, 1968
Pre-Test Level: Primary II Form: W

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
74	1	33	98	4.0
67	1	32	95	3.6
59	2	31	91	3.2
55	1	29	86	3.0
54	3	28	80	3.0
53	1	25	74	3.0
52	4	24	67	2.9
49	1	20	59	2.8
47	1	19	56	2.8
46	1	18	53	2.7
45	2	17	48	2.7
44	2	15	42	2.7
43	1	13	38	2.6
42	1	12	35	2.6
41	1	11	32	2.6
38	1	10	29	2.5
34	1	9	26	2.3
33	1	8	23	2.2
32	1	7	20	2.2
31	1	6	17	2.1
29	1	5	14	2.0
28	1	4	11	2.0
26	2	3	6	1.9
25	1	1	2	1.9

33 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
53.6	3.0	45.8	2.7	34.2	2.3

Post-Test Grade: L5 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
52	1	33	98	4.8
51	1	32	95	4.7
50	1	31	92	4.7
48	1	30	89	4.5
41	1	29	86	4.0
40	2	28	82	4.0
39	3	26	74	3.9
38	2	23	67	3.9
37	1	21	62	3.8
36	1	20	59	3.8
35	1	19	56	3.7
34	1	18	53	3.7
33	1	17	50	3.6
32	2	16	45	3.5
31	1	14	41	3.4
30	1	13	38	3.3
29	2	12	33	3.3
28	1	10	29	3.2
26	1	9	26	3.1
25	1	8	23	3.1
23	1	7	20	3.0
22	2	6	15	2.9
21	1	4	11	2.8
16	2	3	6	2.6
14	1	1	2	2.4

33 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
39.6	4.0	33.5	3.7	26.2	3.1

TABLE 2.2.24: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Plan A Schools
Type of Pupils: Companion Pupils, Public Schools

Pre-Test Grade: 4 Date: May, 1968
Pre-Test Level: Primary II Form: W

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
69	1	17	97	3.7
47	1	16	91	2.8
43	1	15	85	2.6
40	1	14	79	2.5
39	2	13	71	2.5
38	1	11	62	2.5
36	1	10	56	2.4
33	1	9	50	2.2
32	1	8	44	2.2
31	1	7	38	2.1
29	1	6	32	2.0
28	1	5	26	2.0
27	2	4	18	2.0
25	1	2	9	1.9
16	1	1	3	1.7

17 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
40.0	2.5	33.5	2.3	28.3	2.0

Post-Test Grade: 5 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
69	1	16	97	6.0
57	1	15	91	5.1
35	1	14	84	3.7
34	2	13	75	3.7
33	1	11	66	3.6
30	1	10	59	3.3
28	1	9	53	3.2
27	1	8	47	3.2
26	1	7	41	3.1
25	1	6	34	3.1
24	1	5	28	3.0
22	1	4	22	2.9
20	1	3	16	2.8
17	1	2	9	2.6
15	1	1	3	2.5

16 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
34.5	3.7	28.0	3.2	23.5	3.0

TABLE 2.2.25: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Plan B Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: L4 Date: May, 1968
Pre-Test Level: Primary II Form: W

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
61	1	10	95	3.3
53	1	9	85	3.0
52	1	8	75	2.9
49	1	7	65	2.8
39	1	6	55	2.5
34	1	5	45	2.3
29	1	4	35	2.0
24	1	3	25	1.9
19	1	2	15	1.7
17	1	1	5	1.7

10 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
51.5	2.9	35.5	2.4	21.5	1.8

Post-Test Grade: L5 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
33	1	10	95	3.6
32	1	9	85	3.5
27	1	8	75	3.2
26	1	7	65	3.1
25	1	6	55	3.1
22	3	5	35	2.9
19	1	2	15	2.7
15	1	1	5	2.5

10 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
27.5	3.2	23.5	3.0	21.5	2.9

TABLE 2.2.26: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Receiving Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: L4 Date: May, 1968
Pre-Test Level: Primary II Form: W

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
66	1	32	98	3.6
62	1	31	95	3.4
58	1	30	92	3.2
56	1	29	89	3.1
54	1	28	86	3.0
53	2	27	81	3.0
48	1	25	77	2.8
47	2	24	72	2.8
45	2	22	66	2.7
42	2	20	59	2.6
40	1	18	55	2.5
39	2	17	50	2.5
38	2	15	44	2.5
35	1	13	39	2.3
34	2	12	34	2.3
33	2	10	28	2.2
27	1	8	23	2.0
26	1	7	20	1.9
25	1	6	17	1.9
24	1	5	14	1.9
23	1	4	11	1.8
17	1	3	8	1.7
14	2	2	3	1.6

32 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
48.2	2.8	39.5	2.5	28.5	2.0

Post-Test Grade: L5 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
59	1	32	98	5.3
50	3	31	92	4.7
49	1	28	86	4.6
45	1	27	83	4.3
42	1	26	80	4.1
40	2	25	75	4.0
39	1	23	70	3.9
38	2	22	66	3.9
36	1	20	61	3.8
35	2	19	56	3.7
34	1	17	52	3.7
33	1	16	48	3.6
32	1	15	45	3.5
31	1	14	42	3.4
30	2	13	38	3.3
29	1	11	33	3.3
28	1	10	30	3.2
27	1	9	27	3.2
26	4	8	19	3.1
24	1	4	11	3.0
23	2	3	6	3.0
21	1	1	2	2.8

32 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
40.5	4.0	34.0	3.7	27.3	3.2

TABLE 2.2.27: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Total Schools
Type of Pupils: ESEA Title I Participants Public Schools

Pre-Test Grade: L4 **Date:** May, 1968
Pre-Test Level: Primary II **Form:** W

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
74	1	75	99	4.0
67	1	74	98	3.6
66	1	73	97	3.6
62	1	72	95	3.4
61	1	71	94	3.3
59	2	70	92	3.2
58	1	68	90	3.2
56	1	67	89	3.1
55	1	66	87	3.0
54	4	65	84	3.0
53	4	61	79	3.0
52	5	57	73	2.9
49	2	52	68	2.8
48	1	50	66	2.8
47	3	49	63	2.8
46	1	46	61	2.7
45	4	45	57	2.7
44	2	41	53	2.7
43	1	39	51	2.6
42	3	38	49	2.6
41	1	35	46	2.6
40	1	34	45	2.5
39	3	33	42	2.5
38	3	30	38	2.5
35	1	27	35	2.3
34	4	26	32	2.3
33	3	22	27	2.2
32	1	19	25	2.2
31	1	18	23	2.1
29	2	17	21	2.0
28	1	15	19	2.0
27	1	14	18	2.0
26	3	13	15	1.9
25	2	10	12	1.9
24	2	8	9	1.9
23	1	6	7	1.8
19	1	5	6	1.7
17	2	4	4	1.7
14	2	2	1	1.6

75 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile R.S.	75th%ile G.P.	50th%ile R.S.	50th%ile G.P.	25th%ile R.S.	25th%ile G.P.
52.9	3.0	43.0	2.6	32.6	2.2

Post-Test Grade: L5 **Date:** May, 1969
Post-Test Level: Inter. I **Form:** X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
59	1	75	99	5.3
52	1	74	98	4.8
51	1	73	97	4.7
50	4	72	93	4.7
49	1	68	90	4.6
48	1	67	89	4.5
45	1	66	87	4.3
42	1	65	86	4.1
41	1	64	85	4.0
40	4	63	81	4.0
39	4	59	76	3.9
38	4	55	71	3.9
37	1	51	67	3.8
36	2	50	65	3.8
35	3	48	62	3.7
34	2	45	59	3.7
33	3	43	55	3.6
32	4	40	51	3.5
31	2	36	47	3.4
30	3	34	43	3.3
29	3	31	39	3.3
28	2	28	36	3.2
27	2	26	33	3.2
26	6	24	28	3.1
25	2	18	23	3.1
24	1	16	21	3.0
23	3	15	18	3.0
22	5	12	13	2.9
21	2	7	8	2.8
19	1	5	6	2.7
16	2	4	4	2.6
15	1	2	2	2.5
14	1	1	1	2.4

75 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile R.S.	75th%ile G.P.	50th%ile R.S.	50th%ile G.P.	25th%ile R.S.	25th%ile G.P.
39.3	3.9	32.3	3.5	25.9	3.1

TABLE 2.2.28: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Total Schools
Type of Pupils: Companion Pupils, Public Schools

Pre-Test Grade: L4 Date: May, 1968
Pre-Test Level: Primary II Form: W

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
69	1	27	98	3.7
64	1	26	94	3.5
57	1	25	91	3.1
50	2	24	85	2.9
47	1	22	80	2.8
43	1	21	76	2.6
42	1	20	72	2.6
40	1	19	69	2.5
39	3	18	61	2.5
38	1	15	54	2.5
37	1	14	50	2.4
36	1	13	46	2.4
33	1	12	43	2.2
32	2	11	37	2.2
31	1	9	31	2.1
29	1	8	28	2.0
28	2	7	22	2.0
27	2	5	15	2.0
25	1	3	9	1.9
18	1	2	6	1.7
16	1	1	2	1.7

27 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
43.2	2.6	37.5	2.5	29.0	2.0

Post-Test Grade: L5 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
79	1	26	98	7.1
69	1	25	94	6.0
68	1	24	90	6.0
57	1	23	87	5.1
48	1	22	83	4.5
39	1	21	79	3.9
35	2	20	73	3.7
34	2	18	65	3.7
33	1	16	60	3.6
30	1	15	56	3.3
29	1	14	52	3.3
28	1	13	48	3.2
27	1	12	44	3.2
26	2	11	38	3.1
25	2	9	31	3.1
24	1	7	25	3.0
22	2	6	19	2.9
20	1	4	13	2.8
17	1	3	10	2.6
15	2	2	4	2.5

26 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
36.0	3.8	29.0	3.3	24.0	3.0

TABLE 2.2.29: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Comprehensive Program, Intensive Services
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: L4 Date: May, 1968
Pre-Test Level: Primary II Form: W

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
73	1	12	96	4.0
61	1	11	88	3.3
60	1	10	79	3.3
53	1	9	71	3.0
35	1	8	63	2.3
34	1	7	54	2.3
27	1	6	46	2.0
26	1	5	38	1.9
25	1	4	29	1.9
24	1	3	21	1.9
22	2	2	8	1.8

12 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
54.5	3.0	28.5	2.0	25.0	1.9

Post-Test Grade: L5 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
57	1	12	96	5.1
48	1	11	88	4.5
44	1	10	79	4.2
35	1	9	71	3.7
32	1	8	63	3.5
31	1	7	54	3.4
29	1	6	46	3.3
27	1	5	38	3.2
26	1	4	29	3.1
20	2	3	17	2.8
18	1	1	4	2.7

12 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
36.5	3.8	30.5	3.4	21.5	2.9

TABLE 2.2.30: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Comprehensive Program, Intensive Services
Type of Pupils: Companion Pupils, Public Schools

Pre-Test Grade: L4 Date: May, 1968
Pre-Test Level: Primary II Form: W

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
86	1	23	98	5.5
79	1	22	93	4.5
66	1	21	89	3.6
65	1	20	85	3.5
61	1	19	80	3.3
60	1	18	76	3.3
59	1	17	72	3.2
58	1	16	67	3.2
57	1	15	63	3.1
55	1	14	59	3.0
52	1	13	54	2.9
51	1	12	50	2.9
45	2	11	43	2.7
37	1	9	37	2.4
35	1	8	33	2.3
34	1	7	28	2.3
33	1	6	24	2.2
32	1	5	20	2.2
29	1	4	15	2.0
26	1	3	11	1.9
25	1	2	7	1.9
23	1	1	2	1.8

23 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
60.2	3.3	47.0	2.8	33.7	2.3

Post-Test Grade: L5 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
67	1	23	98	5.9
65	1	22	93	5.7
61	1	21	89	5.4
58	1	20	85	5.2
57	1	19	80	5.1
53	1	18	76	4.8
45	1	17	72	4.3
41	2	16	65	4.0
39	2	14	57	3.9
38	1	12	50	3.9
29	1	11	46	3.3
28	1	10	41	3.2
27	1	9	37	3.2
26	1	8	33	3.1
25	2	7	26	3.1
24	2	5	17	3.0
22	1	3	11	2.9
20	1	2	7	2.8
14	1	1	2	2.4

23 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
47.0	4.4	31.5	3.5	25.4	3.1

TABLE 2.2.31: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Plan A Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H4 Date: May, 1968
Pre-Test Level: Primary II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
78	1	85	99	4.3
77	1	84	98	4.2
75	2	83	96	4.0
74	1	81	95	3.9
66	1	80	94	3.5
64	3	79	91	3.4
63	3	76	88	3.4
62	2	73	85	3.3
61	1	71	83	3.3
59	2	70	81	3.2
58	3	68	78	3.1
57	1	65	76	3.1
55	1	64	75	3.0
54	4	63	72	3.0
53	1	59	69	3.0
50	2	58	67	2.9
49	6	56	62	2.9
48	2	50	58	2.8
47	4	48	54	2.8
46	1	44	51	2.8
45	2	43	49	2.7
44	1	41	48	2.7
42	2	40	46	2.7
41	1	38	44	2.6
40	1	37	43	2.6
38	1	36	42	2.5
37	2	35	40	2.5
36	1	33	38	2.5
35	1	32	37	2.4
34	2	31	35	2.4
32	2	29	33	2.2
31	2	27	31	2.2
30	2	25	28	2.1
28	1	23	26	2.0
27	2	22	25	2.0
26	2	20	22	2.0
24	6	18	18	1.9
23	2	12	13	1.9
21	1	10	11	1.8
20	2	9	9	1.8
19	2	7	7	1.8
17	1	5	5	1.7
15	1	4	4	1.6
4	1	3	3	1.1
3	1	2	2	1.1
2	1	1	1	1.0

85 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
56.0	3.1	45.8	2.8	27.7	2.0

Post-Test Grade: H5 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
75	1	85	99	6.7
68	2	84	98	6.0
64	1	82	96	5.7
62	1	81	95	5.5
51	3	80	92	4.7
49	1	77	90	4.6
48	3	76	88	4.5
47	1	73	85	4.4
45	1	72	84	4.3
44	1	71	83	4.2
42	3	70	81	4.1
41	4	67	76	4.0
40	2	63	73	4.0
38	3	61	70	3.9
36	1	58	68	3.8
35	3	57	65	3.7
34	4	54	61	3.7
33	6	50	55	3.6
32	6	44	48	3.5
31	4	38	42	3.4
30	3	34	38	3.3
29	3	31	35	3.3
28	7	28	29	3.2
27	2	21	24	3.2
26	1	19	22	3.1
25	6	18	18	3.1
23	1	12	14	3.0
22	2	11	12	2.9
21	2	9	9	2.8
19	2	7	7	2.7
17	1	5	5	2.6
14	1	4	4	2.4
13	2	3	2	2.4
10	1	1	1	2.2

85 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
41.1	4.0	32.7	3.6	27.8	3.2

TABLE 2.2.32: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Plan A Schools
Type of Pupils: Companion Pupils, Public Schools

Pre-Test Grade: H4 Date: May, 1968
Pre-Test Level: Primary II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
71	1	33	98	3.7
67	2	32	94	3.6
65	1	30	89	3.5
63	1	29	86	3.4
58	1	28	83	3.1
57	1	27	80	3.1
55	1	26	77	3.0
53	1	25	74	3.0
49	1	24	71	2.9
48	1	23	68	2.8
47	2	22	64	2.8
44	2	20	58	2.7
41	2	18	52	2.6
38	1	16	47	2.5
37	2	15	42	2.5
33	1	13	38	2.3
30	1	12	35	2.1
29	2	11	30	2.1
28	1	9	26	2.0
26	3	8	20	2.0
25	1	5	14	1.9
24	1	4	11	1.9
23	1	3	8	1.9
15	1	2	5	1.6
10	1	1	2	1.4

33 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
54.0	3.0	40.5	2.6	27.7	2.0

Post-Test Grade: H5 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
53	1	33	98	4.8
51	1	32	95	4.7
48	1	31	92	4.5
46	1	30	89	4.3
44	1	29	86	4.2
42	1	28	83	4.1
41	1	27	80	4.0
39	4	26	73	3.9
37	2	22	64	3.8
34	1	20	59	3.7
32	3	19	53	3.5
31	1	16	47	3.4
29	2	15	42	3.3
28	2	13	36	3.2
26	2	11	30	3.1
25	2	9	24	3.1
24	1	7	20	3.0
23	2	6	15	3.0
22	1	4	11	2.9
19	1	3	8	2.7
18	1	2	5	2.7
11	1	1	2	2.2

33 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
39.9	4.0	32.0	3.5	25.6	3.1

TABLE 2.2.33: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Plan B Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H4 Date: May, 1968
Pre-Test Level: Primary II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
86	1	27	98	5.4
67	1	26	94	3.6
62	1	25	91	3.3
60	1	24	87	3.2
58	1	23	83	3.1
55	1	22	80	3.0
54	1	21	76	3.0
53	1	20	72	3.0
49	1	19	69	2.9
48	2	18	63	2.8
46	2	16	56	2.8
45	1	14	50	2.7
39	1	13	46	2.6
32	1	12	43	2.2
30	2	11	37	2.1
26	2	9	30	2.0
25	2	7	22	1.9
24	2	5	15	1.9
20	2	3	7	1.8
19	1	1	2	1.8

27 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
54.2	3.0	41.5	2.7	25.9	2.0

Post-Test Grade: H5 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
74	1	27	98	6.6
59	1	26	94	5.3
55	1	25	91	5.0
50	1	24	87	4.7
48	1	23	83	4.5
43	2	22	78	4.2
42	1	20	72	4.1
37	1	19	69	3.8
36	1	18	65	3.8
34	1	17	61	3.7
33	2	16	56	3.6
32	2	14	48	3.5
31	1	12	43	3.4
30	1	11	39	3.3
28	2	10	33	3.2
27	1	8	28	3.2
25	2	7	22	3.1
22	1	5	17	2.9
21	2	4	11	2.8
17	1	2	6	2.6
10	1	1	2	2.2

27 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
43.0	4.2	32.7	3.6	26.2	3.1

TABLE 2.2.34: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Receiving Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H4 Date: May, 1968
Pre-Test Level: Primary II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
86	1	96	99	5.4
84	1	95	98	5.0
83	1	94	97	4.8
79	3	93	95	4.4
77	1	90	93	4.2
76	1	89	92	4.1
74	2	88	91	3.9
72	1	86	89	3.8
70	2	85	88	3.7
68	3	83	85	3.6
67	1	80	83	3.6
66	1	79	82	3.5
65	1	78	81	3.5
64	1	77	80	3.4
60	2	76	78	3.2
59	2	74	76	3.2
58	1	72	74	3.1
57	3	71	72	3.1
56	2	68	70	3.1
55	2	66	68	3.0
51	5	64	64	2.9
50	3	59	60	2.9
49	2	56	57	2.9
48	3	54	55	2.8
47	1	51	53	2.8
44	1	50	52	2.7
43	2	49	50	2.7
41	1	47	48	2.6
40	1	46	47	2.6
39	3	45	45	2.6
38	1	42	43	2.5
36	1	41	42	2.5
35	2	40	41	2.4
34	3	38	38	2.4
33	2	35	35	2.3
32	1	33	34	2.2
30	4	32	31	2.1
29	2	28	28	2.1
28	1	26	27	2.0
27	4	25	24	2.0
26	2	21	21	2.0
25	3	19	18	1.9
24	2	16	16	1.9
23	4	14	13	1.9
22	2	10	9	1.8
20	1	8	8	1.8
19	2	7	6	1.8
18	3	5	4	1.7
16	1	2	2	1.7
15	1	1	1	1.6

96 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
58.8	3.2	44.5	2.7	27.9	2.0

Post-Test Grade: H5 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
93	1	95	99	9.5
69	1	94	98	6.0
68	1	93	97	6.0
66	1	92	96	5.8
65	1	91	95	5.7
63	1	90	94	5.6
62	1	89	93	5.5
59	1	88	92	5.3
57	2	87	91	5.1
55	1	85	89	5.0
54	3	84	87	4.9
53	1	81	85	4.8
52	1	80	84	4.8
51	3	79	82	4.7
50	2	76	79	4.7
49	3	74	76	4.6
48	2	71	74	4.5
47	4	69	71	4.4
43	5	65	66	4.2
42	3	60	62	4.1
41	1	57	59	4.0
40	3	56	57	4.0
39	3	53	54	3.9
38	1	50	52	3.9
36	4	49	49	3.8
35	6	45	44	3.7
34	1	39	41	3.7
33	4	38	38	3.6
32	1	34	35	3.5
31	2	33	34	3.4
30	3	31	31	3.3
29	3	28	28	3.3
28	4	25	24	3.2
27	2	21	21	3.2
26	3	19	18	3.1
25	1	16	16	3.1
23	3	15	14	3.0
22	2	12	12	2.9
21	1	10	10	2.8
20	2	9	8	2.8
19	1	7	7	2.7
18	3	6	5	2.7
17	1	3	3	2.6
15	1	2	2	2.5
13	1	1	1	2.4

95 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
49.0	4.6	36.7	3.8	28.7	3.3

TABLE 2.2.35: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Receiving Schools
Type of Pupils: Companion Pupils, Public Schools

Pre-Test Grade: H4 Date: May, 1968
Pre-Test Level: Primary II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
72	1	19	97	3.8
67	1	18	92	3.6
66	1	17	87	3.5
60	2	16	79	3.2
59	1	14	71	3.2
58	1	13	66	3.1
51	1	12	61	2.9
44	1	11	55	2.7
41	1	10	50	2.6
39	1	9	45	2.6
38	1	8	39	2.5
32	3	7	29	2.2
26	1	4	18	2.0
22	1	3	13	1.8
20	1	2	8	1.8
16	1	1	3	1.7

19 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
60.0	3.2	41.5	2.7	29.0	2.1

Post-Test Grade: H5 Date: May, 1969
Post-Test Level: Inter. II Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
73	1	19	97	6.5
54	1	18	92	4.9
51	1	17	87	4.7
50	1	16	82	4.7
46	1	15	76	4.3
42	2	14	68	4.1
40	1	12	61	4.0
36	4	11	47	3.8
35	1	7	34	3.7
30	1	6	29	3.3
29	1	5	24	3.3
25	2	4	16	3.1
24	1	2	8	3.0
22	1	1	3	2.9

19 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
43.7	4.2	36.7	3.8	29.7	3.3

TABLE 2.2.36: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Total Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H4 Date: May, 1968
Pre-Test Level: Primary II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
86	2	208	99	5.4
84	1	206	99	5.0
83	1	205	98	4.8
79	3	204	97	4.4
78	1	201	96	4.3
77	2	200	96	4.2
76	1	198	95	4.1
75	2	197	94	4.0
74	3	195	93	3.9
72	1	192	92	3.8
70	2	191	91	3.7
68	3	189	90	3.6
67	2	186	89	3.6
66	2	184	88	3.5
65	1	182	87	3.5
64	4	181	86	3.4
63	3	177	84	3.4
62	3	174	83	3.3
61	1	171	82	3.3
60	3	170	81	3.2
59	4	167	79	3.2
58	5	163	77	3.1
57	4	158	75	3.1
56	2	154	74	3.1
55	4	152	72	3.0
54	5	148	70	3.0
53	2	143	68	3.0
51	5	141	67	2.9
50	5	136	64	2.9
49	9	131	61	2.9
48	7	122	57	2.8
47	5	115	54	2.8
46	3	110	52	2.8
45	3	107	51	2.7
44	2	104	50	2.7
43	2	102	49	2.7
42	2	100	48	2.7
41	2	98	47	2.6
40	2	96	46	2.6
39	4	94	44	2.6
38	2	90	43	2.5
37	2	88	42	2.5

Post-Test Grade: H5 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
93	1	207	99	9.5
75	1	206	99	6.7
74	1	205	99	6.6
69	1	204	98	6.0
68	3	203	97	6.0
66	1	200	96	5.8
65	1	199	96	5.7
64	1	198	95	5.7
63	1	197	95	5.6
62	2	196	94	5.5
59	2	194	93	5.3
57	2	192	92	5.1
55	2	190	91	5.0
54	3	188	90	4.9
53	1	185	89	4.8
52	1	184	89	4.8
51	6	183	87	4.7
50	3	177	85	4.7
49	4	174	83	4.6
48	6	170	81	4.5
47	5	164	78	4.4
45	1	159	77	4.3
44	1	158	76	4.2
43	7	157	74	4.2
42	7	150	71	4.1
41	5	143	68	4.0
40	5	138	65	4.0
39	3	133	64	3.9
38	4	130	62	3.9
37	1	126	61	3.8
36	6	125	59	3.8
35	9	119	55	3.7
34	6	110	52	3.7
33	12	104	47	3.6
32	9	92	42	3.5
31	7	83	38	3.4
30	7	76	35	3.3
29	6	69	32	3.3
28	13	63	27	3.2
27	5	50	23	3.2
26	4	45	21	3.1
25	9	41	18	3.1

(continued on next page)

TABLE 2.2.36: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES
(continued) ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Total Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H4 Date: May, 1968
Pre-Test Level: Primary II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
36	2	86	41	2.5
35	3	84	40	2.4
34	5	81	38	2.4
33	2	76	36	2.3
32	4	74	35	2.2
31	2	70	33	2.2
30	8	68	31	2.1
29	2	60	28	2.1
28	2	58	27	2.0
27	6	56	25	2.0
26	6	50	23	2.0
25	5	44	20	1.9
24	10	39	16	1.9
23	6	29	13	1.9
22	2	23	11	1.8
21	1	21	10	1.8
20	5	20	8	1.8
19	5	15	6	1.8
18	3	10	4	1.7
17	1	7	3	1.7
16	1	6	3	1.7
15	2	5	2	1.6
4	1	3	1	1.1
3	1	2	1	1.1
2	1	1	0	1.0

(Continued from Previous Page)

208 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
57.5	3.1	44.9	2.7	27.3	2.0

Post-Test Grade: H5 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
23	4	32	14	3.0
22	5	28	12	2.9
21	5	23	10	2.8
20	2	18	8	2.8
19	3	16	7	2.7
18	3	13	6	2.7
17	3	10	4	2.6
15	1	7	3	2.5
14	1	6	3	2.4
13	3	5	2	2.4
10	2	2	0	2.2

207 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
43.9	4.2	34.1	3.7	28.0	3.2

TABLE 2.2. 37: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Total Schools
Type of Pupils: Companion Pupils, Public Schools

Pre-Test Grade: H4 Date: May, 1968
Pre-Test Level: Primary II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
72	1	56	99	3.8
71	1	55	97	3.7
67	3	54	94	3.6
66	1	51	90	3.5
65	1	50	88	3.5
63	1	49	87	3.4
60	2	48	84	3.2
59	1	46	81	3.2
58	2	45	79	3.1
57	1	43	76	3.1
55	2	42	73	3.0
53	1	40	71	3.0
51	1	39	69	2.9
49	1	38	67	2.9
48	1	37	65	2.8
47	2	36	63	2.8
44	3	34	58	2.7
41	3	31	53	2.6
39	1	28	49	2.6
38	2	27	46	2.5
37	2	25	43	2.5
36	1	23	40	2.5
35	1	22	38	2.4
33	2	21	36	2.3
32	3	19	31	2.2
30	1	16	28	2.1
29	2	15	25	2.1
28	1	13	22	2.0
26	4	12	18	2.0
25	1	8	13	1.9
24	1	7	12	1.9
23	1	6	10	1.9
22	1	5	8	1.8
20	1	4	6	1.8
16	1	3	4	1.7
15	1	2	3	1.6
10	1	1	1	1.4

56 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
56.5	3.1	40.5	2.6	29.5	2.1

Post-Test Grade: H5 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
73	1	56	99	6.5
54	1	55	97	4.9
53	1	54	96	4.8
51	2	53	93	4.7
50	1	51	90	4.7
48	1	50	88	4.5
46	2	49	86	4.3
45	1	47	83	4.3
44	1	46	81	4.2
42	3	45	78	4.1
41	1	42	74	4.0
40	1	41	72	4.0
39	4	40	68	3.9
37	2	36	63	3.8
36	4	34	57	3.8
35	1	30	53	3.7
34	1	29	51	3.7
32	3	28	47	3.5
31	1	25	44	3.4
30	1	24	42	3.3
29	3	23	38	3.3
28	2	20	34	3.2
26	3	18	29	3.1
25	4	15	23	3.1
24	3	11	17	3.0
23	2	8	13	3.0
22	3	6	8	2.9
19	1	3	4	2.7
18	1	2	3	2.7
11	1	1	1	2.2

56 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
41.7	4.1	33.5	3.7	25.8	3.1

TABLE 2.2.38: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Comprehensive Program, Intensive Services
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H4 Date: May, 1968
Pre-Test Level: Primary II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
92	1	51	99	6.9
89	1	50	97	6.1
88	1	49	95	5.8
87	1	48	93	5.6
83	2	47	90	4.8
82	1	45	87	4.7
80	2	44	84	4.5
79	2	42	80	4.4
77	3	40	75	4.2
76	1	37	72	4.1
74	2	36	69	3.9
73	4	34	63	3.8
71	3	30	56	3.7
70	1	27	52	3.7
69	1	26	50	3.7
68	2	25	47	3.6
67	2	23	43	3.6
66	4	21	37	3.5
65	1	17	32	3.5
64	1	16	30	3.4
60	1	15	28	3.2
57	1	14	26	3.1
56	1	13	25	3.1
55	1	12	23	3.0
52	1	11	21	2.9
51	2	10	18	2.9
46	1	8	15	2.8
44	1	7	13	2.7
39	1	6	11	2.6
38	1	5	9	2.5
33	1	4	7	2.3
30	1	3	5	2.1
26	1	2	3	2.0
22	1	1	1	1.8

51 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
77.4	4.2	69.5	3.7	56.7	3.1

Post-Test Grade: H5 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
88	1	52	99	8.7
87	1	51	97	8.4
84	2	50	94	7.8
80	1	48	91	7.2
78	1	47	89	7.0
77	1	46	88	6.9
75	1	45	86	6.7
72	2	44	83	6.3
70	1	42	80	6.1
68	1	41	78	6.0
67	1	40	76	5.9
65	1	39	74	5.7
64	1	38	72	5.7
63	1	37	70	5.6
61	1	36	68	5.4
59	3	35	64	5.3
58	1	32	61	5.2
56	2	31	58	5.0
55	2	29	54	5.0
53	1	27	51	4.8
52	2	26	48	4.8
51	1	24	45	4.7
50	2	23	42	4.7
49	1	21	39	4.6
48	2	20	37	4.5
47	1	18	34	4.4
45	1	17	32	4.3
44	2	16	29	4.2
43	3	14	24	4.2
41	2	11	19	4.0
38	1	9	16	3.9
36	1	8	14	3.8
33	2	7	12	3.6
29	2	5	8	3.3
27	1	3	5	3.2
25	1	2	3	3.1
21	1	1	1	2.8

52 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
66.5	5.9	53.2	4.8	43.7	4.2

TABLE 2.2.39: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Comprehensive Program, Intensive Services
Type of Pupils: Companion Pupils, Public Schools

Pre-Test Grade: H4 Date: May, 1968
Pre-Test Level: Primary II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
90	1	57	99	6.4
86	1	56	97	5.4
85	1	55	96	5.2
82	1	54	94	4.7
81	1	53	92	4.6
77	1	52	90	4.2
75	1	51	89	4.0
72	3	50	85	3.8
70	1	47	82	3.7
69	1	46	80	3.7
68	1	45	78	3.6
66	3	44	75	3.5
65	2	41	70	3.5
64	1	39	68	3.4
63	1	38	66	3.4
62	3	37	62	3.3
61	1	34	59	3.3
60	1	33	57	3.2
59	3	32	54	3.2
58	1	29	50	3.1
57	1	28	48	3.1
56	2	27	46	3.1
54	2	25	42	3.0
51	2	23	39	2.9
50	1	21	36	2.9
48	1	20	34	2.8
47	2	19	32	2.8
46	1	17	29	2.8
44	2	16	26	2.7
43	1	14	24	2.7
42	3	13	20	2.7
41	1	10	17	2.6
39	3	9	13	2.6
38	1	6	10	2.5
35	1	5	8	2.4
34	1	4	6	2.4
33	1	3	4	2.3
32	1	2	3	2.2
25	1	1	1	1.9

57 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
66.7	3.6	58.5	3.2	44.0	2.7

Post-Test Grade: H5 Date: May, 1969
Post-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
94	1	57	99	9.5
80	1	56	97	7.2
71	2	55	95	6.2
69	1	53	92	6.0
63	1	52	90	5.6
62	1	51	89	5.5
60	1	50	87	5.3
59	1	49	85	5.3
58	1	48	83	5.2
57	1	47	82	5.1
50	3	46	78	4.7
49	1	43	75	4.6
48	2	42	72	4.5
47	2	40	68	4.4
46	2	38	65	4.3
45	1	36	62	4.3
44	2	35	60	4.2
42	3	33	55	4.1
40	1	30	52	4.0
39	1	29	50	3.9
38	2	28	47	3.9
37	1	26	45	3.8
36	1	25	43	3.8
35	2	24	40	3.7
34	2	22	37	3.7
32	1	20	34	3.5
31	1	19	32	3.4
30	2	18	30	3.3
28	3	16	25	3.2
27	2	13	21	3.2
25	3	11	17	3.1
24	3	8	11	3.0
22	1	5	8	2.9
21	1	4	6	2.8
20	1	3	4	2.8
17	1	2	3	2.6
5	1	1	1	2.0

57 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
49.6	4.7	39.5	4.0	28.4	3.2

TABLE 2.2.40: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Compensatory Reading, Intensive Services
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H4 **Date:** May, 1968
Pre-Test Level: Primary II **Form:** Y

Raw Score	f	Cum f	%ile	Grade Placement
15	1	1	1	1.6
17	1	2	1	1.7
19	1	3	1	1.8
20	1	4	1	1.8
21	1	5	1	1.8
24	2	7	1	1.9
27	1	8	2	2.0
28	1	9	2	2.0
30	1	10	3	2.1
31	1	11	4	2.2
36	1	12	8	2.5
37	1	13	8	2.5
47	1	14	14	2.8
48	2	16	14	2.8
49	1	17	16	2.9
62	1	18	30	3.3
63	1	19	34	3.4
64	1	20	34	3.4

20 **Number of Pupils**

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	**G.P.**	**R.S.**	**G.P.**	**R.S.**	**G.P.**
48.0	2.8	30.0	2.1	21.0	1.8

Post-Test Grade: H5 **Date:** May, 1969
Post-Test Level: Inter. I **Form:** X

Raw Score	f	Cum f	%ile	Grade Placement
23	1	1	2	2.9
25	2	3	3	3.0
26	1	4	3	3.1
27	1	5	3	3.1
28	1	6	4	3.2
30	1	7	5	3.3
31	1	8	5	3.4
32	1	9	6	3.5
33	2	11	6	3.6
34	1	12	7	3.6
38	1	13	10	3.8
41	3	16	12	4.0
44	1	17	18	4.2
45	1	18	18	4.2
51	2	20	30	4.7

20 **Number of Pupils**

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	**G.P.**	**R.S.**	**G.P.**	**R.S.**	**G.P.**
41.0	4.0	33.0	3.6	27.0	3.2

TABLE 2.2.41: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Plan A Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: L5 Date: May, 1968
Pre-Test Level: Inter. I Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
54	1	32	98	4.8
51	1	31	95	4.7
46	1	30	92	4.3
39	1	29	89	3.9
37	1	28	86	3.8
36	1	27	83	3.7
34	1	26	80	3.6
32	1	25	77	3.5
31	1	24	73	3.4
30	1	23	70	3.3
29	1	22	67	3.2
28	4	21	59	3.2
26	1	17	52	3.1
25	2	16	47	3.0
24	2	14	41	3.0
21	1	12	36	2.8
20	1	11	33	2.7
18	4	10	25	2.6
17	1	6	17	2.6
16	2	5	13	2.5
14	1	3	8	2.4
9	1	2	5	2.1
8	1	1	2	2.1

32 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
32.0	3.5	26.2	3.1	18.5	2.7

Post-Test Grade: L6 Date: May, 1969
Post-Test Level: Inter. II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
50	2	32	97	5.3
39	1	30	92	4.6
36	1	29	89	4.4
35	1	28	86	4.3
33	3	27	80	4.2
31	4	24	69	4.1
30	3	20	58	4.0
29	1	17	52	3.9
28	2	16	47	3.9
27	2	14	41	3.8
26	2	12	34	3.7
25	2	10	28	3.6
24	1	8	23	3.5
23	1	7	20	3.5
19	2	6	16	3.2
17	1	4	11	3.0
16	1	3	8	3.0
13	1	2	5	2.7
12	1	1	2	2.6

32 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
32.5	4.2	29.2	3.9	24.8	3.6

TABLE 2.2.42: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Receiving Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: L5 Date: May, 1968
Pre-Test Level: Inter. I Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
57	1	15	97	5.1
49	1	14	90	4.5
43	1	13	83	4.1
39	2	12	73	3.9
35	1	10	63	3.7
34	1	9	57	3.6
33	2	8	47	3.5
30	1	6	37	3.3
29	1	5	30	3.2
27	1	4	23	3.1
25	1	3	17	3.0
20	1	2	10	2.7
11	1	1	3	2.2

15 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
39.7	3.9	33.8	3.6	28.0	3.2

Post-Test Grade: L6 Date: May, 1969
Post-Test Level: Inter II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
53	2	15	93	5.6
43	1	13	83	4.9
41	1	12	77	4.7
36	1	11	70	4.4
32	1	10	63	4.1
31	1	9	57	4.1
28	2	8	47	3.9
25	1	6	37	3.6
22	2	5	27	3.4
21	1	3	17	3.3
18	1	2	10	3.1
15	1	1	3	2.9

15 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
38.0	4.5	29.0	3.9	22.3	3.4

TABLE 2.2.43: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Total Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: L5 Date: May, 1968
Pre-Test Level: Inter. I Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
57	1	47	99	5.1
54	1	46	97	4.8
51	1	45	95	4.7
49	1	44	93	4.5
46	1	43	90	4.3
43	1	42	88	4.1
39	3	41	84	3.9
37	1	38	80	3.8
36	1	37	78	3.7
35	1	36	76	3.7
34	2	35	72	3.6
33	2	33	68	3.5
32	1	31	65	3.5
31	1	30	63	3.4
30	2	29	60	3.3
29	2	27	55	3.2
28	4	25	49	3.2
27	1	21	44	3.1
26	1	20	41	3.1
25	3	19	37	3.0
24	2	16	32	3.0
21	1	14	29	2.8
20	2	13	26	2.7
18	4	11	19	2.6
17	1	7	14	2.6
16	2	6	11	2.5
14	1	4	7	2.4
11	1	3	5	2.2
9	1	2	3	2.1
8	1	1	1	2.1

47 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
35.3	3.7	28.7	3.2	19.9	2.7

Post-Test Grade: L6 Date: May, 1969
Post-Test Level: Inter. II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
53	2	47	98	5.6
50	2	45	94	5.3
43	1	43	90	4.9
41	1	42	88	4.7
39	1	41	86	4.6
36	2	40	83	4.4
35	1	38	80	4.3
33	3	37	76	4.2
32	1	34	71	4.1
31	5	33	65	4.1
30	3	28	56	4.0
29	1	25	52	3.9
28	4	24	47	3.9
27	2	20	40	3.8
26	2	18	36	3.7
25	3	16	31	3.6
24	1	13	27	3.5
23	1	12	24	3.5
22	2	11	21	3.4
21	1	9	18	3.3
19	2	8	15	3.2
18	1	6	12	3.1
17	1	5	10	3.0
16	1	4	7	3.0
15	1	3	5	2.9
13	1	2	3	2.7
12	1	1	1	2.6

47 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
33.4	4.2	29.1	3.9	23.7	3.5

TABLE 2.2.44: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Comprehensive Program, Intensive Services
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: L5 Date: May, 1968
Pre-Test Level: Inter. I Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
91	1	44	99	9.5
75	1	43	97	6.6
68	1	42	94	6.0
63	1	41	92	5.6
62	1	40	90	5.5
61	1	39	88	5.4
60	1	38	85	5.3
56	1	37	83	5.0
54	1	36	81	4.8
50	1	35	78	4.6
49	1	34	76	4.5
48	1	33	74	4.4
47	3	32	69	4.3
46	1	29	65	4.3
45	2	28	61	4.2
44	1	26	58	4.2
40	4	25	52	3.9
39	1	21	47	3.9
38	1	20	44	3.8
37	2	19	41	3.8
36	1	17	38	3.7
34	1	16	35	3.6
31	3	15	31	3.4
30	2	12	25	3.3
28	1	10	22	3.2
25	1	9	19	3.0
23	3	8	15	2.9
22	1	5	10	2.8
21	1	4	8	2.8
18	2	3	5	2.6
17	1	1	1	2.6

44 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
49.0	4.5	40.1	3.9	30.5	3.4

Post-Test Grade: L6 Date: May, 1969
Post-Test Level: Inter. II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
100	1	44	99	10.2
86	1	43	97	7.9
82	1	42	94	7.6
79	1	41	92	7.3
65	1	40	90	6.3
64	1	39	88	6.2
63	2	38	84	6.2
61	1	36	81	6.0
60	3	35	76	6.0
58	3	32	69	5.9
54	1	29	65	5.6
53	1	28	63	5.6
52	2	27	59	5.5
51	1	25	56	5.4
50	1	24	53	5.3
49	1	23	51	5.2
48	1	22	49	5.1
44	1	21	47	4.9
42	2	20	43	4.8
41	1	18	40	4.7
40	1	17	38	4.7
39	2	16	34	4.6
38	1	14	31	4.5
36	1	13	28	4.4
35	2	12	25	4.3
33	1	10	22	4.2
32	1	9	19	4.1
29	1	8	17	3.9
27	1	7	15	3.8
26	2	6	11	3.7
24	1	4	8	3.5
21	1	3	6	3.3
17	1	2	3	3.0
16	1	1	1	3.0

44 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
60.2	6.0	49.0	5.2	36.5	4.4

TABLE 2.2.45: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Comprehensive Program, Intensive Services
Type of Pupils: Companion Pupils, Public Schools

Pre-Test Grade: L5 Date: May, 1968
Pre-Test Level: Inter. I Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
74	1	42	99	6.5
73	1	41	96	6.3
67	1	40	94	5.9
63	1	39	92	5.6
61	1	38	89	5.4
60	1	37	87	5.3
59	1	36	85	5.3
58	1	35	82	5.2
56	1	34	80	5.0
52	1	33	77	4.7
51	1	32	75	4.7
50	1	31	73	4.6
48	1	30	70	4.4
46	2	29	67	4.3
45	1	27	63	4.2
44	1	26	61	4.2
43	1	25	58	4.1
41	1	24	56	4.0
40	2	23	52	3.9
39	1	21	49	3.9
38	1	20	46	3.8
36	1	19	44	3.7
34	2	18	40	3.6
32	1	16	37	3.5
31	1	15	35	3.4
30	2	14	31	3.3
29	1	12	27	3.2
28	2	11	24	3.2
27	2	9	19	3.1
24	1	7	15	3.0
23	2	6	12	2.9
21	1	4	8	2.8
20	3	3	4	2.7

42 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
51.5	4.7	39.8	3.9	28.3	3.2

Post-Test Grade: L6 Date: May, 1969
Post-Test Level: Inter. II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
77	1	39	99	7.2
75	1	38	96	7.1
74	1	37	94	7.0
70	1	36	91	6.7
68	1	35	88	6.6
64	2	34	85	6.2
62	1	32	81	6.1
61	1	31	78	6.0
60	1	30	76	6.0
59	2	29	72	5.9
57	1	27	68	5.8
54	1	26	65	5.6
51	2	25	62	5.4
47	1	23	58	5.1
46	2	22	54	5.0
43	1	20	50	4.9
39	1	19	47	4.6
38	2	18	44	4.5
36	4	16	36	4.4
35	1	12	29	4.3
30	1	11	27	4.0
29	1	10	24	3.9
28	1	9	22	3.9
27	1	8	19	3.8
24	3	7	14	3.5
23	1	4	9	3.5
21	1	3	6	3.3
17	1	2	4	3.0
7	1	1	1	2.2

39 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
60.3	6.0	41.5	4.8	29.7	4.0

TABLE 2.2.46: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Compensatory Reading, Intensive Services
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: L5 **Date:** May, 1968
Pre-Test Level: Inter. I **Form:** Y

Raw Score	f	Cum f	%ile	Grade Placement
8	1	1	1	2.1
9	1	2		2.1
14	1	3	1	2.4
17	1	4	1	2.6
18	4	8	1	2.6
21	1	9	1	2.8
24	1	10	3	3.0
25	2	12	3	3.0
28	1	13	4	3.2
30	1	14	5	3.3
32	1	15	6	3.5
34	1	16	7	3.6
36	1	17	8	3.7
37	1	18	10	3.8
39	1	19	11	3.9
42	1	20	12	4.0
50	1	21	26	4.6

21 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
36.0	3.7	25.0	3.0	18.0	2.6

Post-Test Grade: L6 **Date:** May, 1969
Post-Test Level: Inter. II **Form:** Y

Raw Score	f	Cum f	%ile	Placement
17	1	1	1	3.0
19	1	2	1	3.2
24	1	3	3	3.5
25	2	5	3	3.6
26	2	7	4	3.7
27	2	9	5	3.8
28	1	10	5	3.9
29	1	11	5	3.9
30	1	12	6	4.0
31	2	14	7	4.1
32	1	15	7	4.1
33	1	16	8	4.2
35	1	17	9	4.3
36	1	18	10	4.4
39	1	19	12	4.6
50	2	21	18	5.3

21 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
35.0	4.3	29.0	3.9	26.0	3.7

TABLE 2.2.47: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Plan A Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H5 Date: May, 1968
Pre-Test Level: Inter. I Form: W

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
59	1	63	99	5.2
54	1	62	98	4.8
51	1	61	96	4.7
50	1	60	94	4.6
47	1	59	93	4.3
43	1	58	91	4.1
40	1	57	90	3.9
39	2	56	87	3.8
37	1	54	85	3.7
36	3	53	82	3.7
35	2	50	78	3.6
34	2	48	75	3.5
33	2	46	71	3.4
31	4	44	67	3.3
30	1	40	63	3.2
29	3	39	60	3.2
28	2	36	56	3.1
27	3	34	52	3.1
26	2	31	48	3.0
25	6	29	41	3.0
24	4	23	33	2.9
23	3	19	28	2.9
22	3	16	23	2.8
21	4	13	17	2.8
20	2	9	13	2.7
17	2	7	10	2.6
15	1	5	7	2.4
14	1	4	6	2.4
13	1	3	4	2.3
11	1	2	2	2.2
4	1	1	1	2.0

63 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
34.6	3.6	27.1	3.1	22.9	2.9

Post-Test Grade: H6 Date: May, 1969
Post-Test Level: Inter. II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
54	1	62	99	5.6
53	1	61	98	5.6
47	2	60	95	5.1
45	1	58	93	5.0
44	1	57	91	4.9
41	3	56	88	4.7
39	1	53	85	4.6
38	1	52	83	4.5
37	1	51	81	4.4
36	1	50	80	4.4
35	3	49	77	4.3
34	3	46	72	4.2
33	2	43	68	4.2
32	3	41	64	4.1
31	6	38	56	4.1
30	2	32	50	4.0
29	2	30	47	3.9
28	1	28	44	3.9
26	2	27	42	3.7
25	7	25	35	3.6
24	2	18	27	3.5
23	2	16	24	3.5
22	3	14	20	3.4
21	3	11	15	3.3
19	1	8	12	3.2
18	1	7	10	3.1
17	3	6	7	3.0
16	1	3	4	3.0
9	1	2	2	2.4
6	1	1	1	2.2

62 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
35.2	4.3	30.5	4.1	23.7	3.5

TABLE 2.2.48: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Plan A Schools
Type of Pupils: Companion Pupils, Public Schools

Pre-Test Grade: H5 Date: May, 1968
Pre-Test Level: Inter. I Form: W

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
53	1	19	97	4.8
41	1	18	92	3.9
40	1	17	87	3.9
35	1	16	82	3.6
32	2	15	74	3.3
31	1	13	66	3.3
30	1	12	61	3.2
28	1	11	55	3.1
27	1	10	50	3.1
26	1	9	45	3.0
24	1	8	39	2.9
23	1	7	34	2.9
21	2	6	26	2.8
17	1	4	18	2.6
14	3	3	8	2.4

19 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile R.S.	75th%ile G.P.	50th%ile R.S.	50th%ile G.P.	25th%ile R.S.	25th%ile G.P.
32.7	3.4	27.5	3.1	20.0	2.7

Post-Test Grade: H6 Date: May, 1969
Post-Test Level: Inter. II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
53	1	19	97	5.6
51	1	18	92	5.4
43	1	17	87	4.9
38	2	16	79	4.5
34	2	14	68	4.2
33	1	12	61	4.2
31	2	11	53	4.1
30	1	9	45	4.0
29	1	8	39	3.9
28	1	7	34	3.9
27	1	6	29	3.8
24	1	5	24	3.5
20	1	4	18	3.3
18	1	3	13	3.1
17	1	2	8	3.0
16	1	1	3	3.0

19 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile R.S.	75th%ile G.P.	50th%ile R.S.	50th%ile G.P.	25th%ile R.S.	25th%ile G.P.
35.7	4.4	31.2	4.1	25.0	3.6

TABLE 2.2.49: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Plan B Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H5 Date: May, 1968
Pre-Test Level: Inter. I Form: W

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
43	1	11	95	4.1
39	1	10	86	3.8
37	1	9	77	3.7
31	1	8	68	3.3
30	1	7	59	3.2
27	3	6	41	3.1
23	1	3	23	2.9
21	1	2	14	2.8
19	1	1	5	2.7

11 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
33.0	3.4	28.2	3.1	24.0	2.9

Post-Test Grade: H6 Date: May, 1969
Post-Test Level: Inter. II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
46	1	11	95	5.0
41	1	10	86	4.7
40	1	9	77	4.7
38	1	8	68	4.5
36	3	7	50	4.4
35	1	4	32	4.3
28	1	3	23	3.9
27	1	2	14	3.8
22	1	1	5	3.4

11 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
40.0	4.7	36.5	4.4	29.0	3.9

TABLE 2.2.50: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Receiving Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H5 Date: May, 1968
Pre-Test Level: Inter. I Form: W

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
81	1	70	99	7.6
79	1	69	98	7.4
69	1	68	96	6.1
67	3	67	94	5.9
65	2	64	90	5.8
64	1	62	88	5.7
63	1	61	86	5.6
59	1	60	85	5.2
55	1	59	84	4.9
54	1	58	82	4.8
53	1	57	81	4.8
52	1	56	79	4.7
49	2	55	77	4.5
48	4	53	73	4.4
46	1	49	69	4.3
44	2	48	67	4.1
43	1	46	65	4.1
41	1	45	64	3.9
40	2	44	61	3.9
39	4	42	57	3.8
38	2	38	53	3.8
37	3	36	49	3.7
36	1	33	46	3.7
35	2	32	44	3.6
33	3	30	41	3.4
32	2	27	37	3.3
30	3	25	34	3.2
29	2	22	30	3.2
28	2	20	27	3.1
27	4	18	23	3.1
26	2	14	19	3.0
25	2	12	16	3.0
24	1	10	14	2.9
23	1	9	12	2.9
22	2	8	10	2.8
19	2	6	7	2.7
18	1	4	5	2.6
15	1	3	4	2.4
4	1	2	2	2.0
2	1	1	1	2.0

70 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
49.0	4.5	37.7	3.8	28.0	3.1

Post-Test Grade: H6 Date: May, 1969
Post-Test Level: Inter. II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
87	1	69	99	8.0
83	1	68	98	7.7
71	1	67	96	6.7
69	1	66	95	6.6
67	1	65	93	6.5
66	1	64	92	6.4
65	1	63	91	6.3
62	2	62	88	6.1
60	1	60	86	6.0
56	2	59	84	5.8
51	4	57	80	5.4
49	1	53	76	5.2
48	1	52	75	5.1
47	2	51	72	5.1
46	1	49	70	5.0
45	2	48	68	5.0
44	2	46	65	4.9
43	2	44	62	4.9
42	1	42	60	4.8
41	4	41	57	4.7
39	2	37	52	4.6
38	1	35	50	4.5
37	3	34	47	4.4
36	3	31	43	4.4
35	5	28	37	4.3
34	2	23	32	4.2
33	2	21	29	4.2
32	2	19	26	4.1
31	1	17	24	4.1
29	2	16	22	3.9
28	1	14	20	3.9
27	1	13	18	3.8
26	1	12	17	3.7
25	3	11	14	3.6
24	2	8	10	3.5
23	1	6	8	3.5
22	1	5	7	3.4
21	1	4	5	3.3
15	1	3	4	2.9
12	1	2	2	2.6
11	1	1	1	2.5

69 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
48.7	5.2	38.5	4.6	32.0	4.1

TABLE 2.2.51: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Receiving Schools
Type of Pupils: Companion Pupils, Public Schools

Pre-Test Grade: H5 Date: May, 1968
Pre-Test Level: Inter. I Form: W

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
74	1	15	97	6.8
67	1	14	90	5.9
62	1	13	83	5.5
61	2	12	73	5.4
59	1	10	63	5.2
57	1	9	57	5.0
55	1	8	50	4.9
54	1	7	43	4.8
51	1	6	37	4.7
49	1	5	30	4.5
48	1	4	23	4.4
46	1	3	17	4.3
43	1	2	10	4.1
42	1	1	3	4.0

15 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
61.7	5.5	55.5	5.0	48.7	4.5

Post-Test Grade: H6 Date: May, 1969
Post-Test Level: Inter. II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
88	1	15	97	8.1
71	1	14	90	6.7
57	1	13	83	5.8
56	2	12	73	5.8
53	2	10	60	5.6
52	1	8	50	5.5
51	1	7	43	5.4
50	2	6	33	5.3
46	1	4	23	5.0
45	1	3	17	5.0
39	1	2	10	4.6
33	1	1	3	4.2

15 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
56.7	5.8	52.5	5.6	47.0	5.1

TABLE 2.2.52: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Total Schools
Type of Pupils: ESEA Title I Participants, Public Schools

Pre-Test Grade: H5 Date: May, 1968
Pre-Test Level: Inter. I Form: W

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
81	1	144	99	7.6
79	1	143	99	7.4
69	1	142	98	6.1
67	3	141	97	5.9
65	2	138	95	5.8
64	1	136	94	5.7
63	1	135	93	5.6
59	2	134	92	5.2
55	1	132	91	4.9
54	2	131	90	4.8
53	1	129	89	4.8
52	1	128	89	4.7
51	1	127	88	4.7
50	1	126	87	4.6
49	2	125	86	4.5
48	4	123	84	4.4
47	1	119	82	4.3
46	1	118	82	4.3
44	2	117	81	4.1
43	3	115	79	4.1
41	1	112	77	3.9
40	3	111	76	3.9
39	7	108	73	3.8
38	2	101	69	3.8
37	5	99	67	3.7
36	4	94	64	3.7
35	4	90	61	3.6
34	2	86	59	3.5
33	5	84	57	3.4
32	2	79	54	3.3
31	5	77	52	3.3
30	5	72	48	3.2
29	5	67	45	3.2
28	4	62	42	3.1
27	10	58	37	3.1
26	4	48	32	3.0
25	8	44	28	3.0
24	5	36	23	2.9
23	5	31	20	2.9
22	5	26	16	2.8
21	5	21	13	2.8
20	2	16	10	2.7
19	3	14	9	2.7
18	1	11	7	2.6
17	2	10	6	2.6
15	2	8	5	2.4
14	1	6	4	2.4
13	1	5	3	2.3
11	1	4	2	2.2
4	2	3	1	2.0
2	1	1	0	2.0

144 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
40.2	3.9	31.0	3.3	24.9	3.0

Post-Test Grade: H6 Date: May, 1969
Post-Test Level: Inter. II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
87	1	142	99	8.0
83	1	141	99	7.7
71	1	140	98	6.7
69	1	139	98	6.6
67	1	138	97	6.5
66	1	137	96	6.4
65	1	136	95	6.3
62	2	135	94	6.1
60	1	133	93	6.0
56	2	132	92	5.8
54	1	130	91	5.6
53	1	129	90	5.6
51	4	128	89	5.4
49	1	124	87	5.2
48	1	123	86	5.1
47	4	122	85	5.1
46	2	118	82	5.0
45	3	116	81	5.0
44	3	113	79	4.9
43	2	110	77	4.9
42	1	108	76	4.8
41	8	107	73	4.7
40	1	99	69	4.7
39	3	98	68	4.6
38	3	95	66	4.5
37	4	92	63	4.4
36	7	88	60	4.4
35	9	81	54	4.3
34	5	72	49	4.2
33	4	67	46	4.2
32	5	63	43	4.1
31	7	58	38	4.1
30	2	51	35	4.0
29	4	49	33	3.9
28	3	45	31	3.9
27	2	42	29	3.8
26	3	40	27	3.7
25	10	37	23	3.6
24	4	27	18	3.5
23	3	23	15	3.5
22	5	20	12	3.4
21	4	15	9	3.3
19	1	11	7	3.2
18	1	10	7	3.1
17	3	9	5	3.0
16	1	6	4	3.0
15	1	5	3	2.9
12	1	4	2	2.6
11	1	3	2	2.5
9	1	2	1	2.4
6	1	1	0	2.2

142 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
42.3	4.8	34.7	4.3	26.0	3.7

TABLE 2.2.53: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Total Schools
Type of Pupils: Companion Pupils, Public Schools

Pre-Test Grade: H5 Date: May, 1968
Pre-Test Level: Inter. I Form: W

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
74	1	35	99	6.8
67	1	34	96	5.9
62	1	33	93	5.5
61	2	32	89	5.4
59	1	30	84	5.2
57	1	29	81	5.0
55	1	28	79	4.9
54	1	27	76	4.8
53	1	26	73	4.8
51	1	25	70	4.7
49	1	24	67	4.5
48	1	23	64	4.4
46	1	22	61	4.3
43	1	21	59	4.1
42	1	20	56	4.0
41	1	19	53	3.9
40	1	18	50	3.9
35	1	17	47	3.6
32	2	16	43	3.3
31	1	14	39	3.3
30	1	13	36	3.2
28	1	12	33	3.1
27	1	11	30	3.1
26	1	10	27	3.0
24	1	9	24	2.9
23	1	8	21	2.9
21	2	7	17	2.8
20	1	5	13	2.7
17	1	4	10	2.6
14	3	3	4	2.4

35 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
54.2	4.8	37.5	3.8	25.0	3.0

Post-Test Grade: H6 Date: May, 1969
Post-Test Level: Inter. II Form: Y

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
88	1	35	99	8.1
71	1	34	96	6.7
57	1	33	93	5.8
56	2	32	89	5.8
53	3	30	81	5.6
52	1	27	76	5.5
51	2	26	71	5.4
50	2	24	66	5.3
46	1	22	61	5.0
45	1	21	59	5.0
43	1	20	56	4.9
39	1	19	53	4.6
38	2	18	49	4.5
34	2	16	43	4.2
33	2	14	37	4.2
31	2	12	31	4.1
30	1	10	27	4.0
29	2	9	23	3.9
28	1	7	19	3.9
27	1	6	16	3.8
24	1	5	13	3.5
20	1	4	10	3.3
18	1	3	7	3.1
17	1	2	4	3.0
16	1	1	1	3.0

35 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
52.3	5.5	38.8	4.6	30.0	4.0

TABLE 2.3.1: **STUDY OF INCREASE IN READING LEVEL OF ELEMENTARY COMPENSATORY PUPILS**

Low Third grade at time of entry into compensatory class

3.0 "at grade" reading level

N = 522

1. Current at Grade Reading Level	3.4	3.9	4.4	4.9	5.4	5.9
2. Semesters in Compensatory Class	1	2	3	4	5	6
3. Number of Pupils	127	190	79	74	39	13
4. Reading level at entry into compensatory class	2.0	1.7	1.7	1.7	2.0	1.7
5. Growth rate per school year prior to entry	.7	.6	.6	.6	.7	.6
6. Reading level at latest testing (June, 1968)	2.6	2.8	3.5	3.7	3.7	4.8
7. Total school years spent at compensatory class	.5	1.0	1.5	2.0	2.5	3.0
8. Increase in reading level while in compensatory class	.6	1.1	1.8	2.0	1.7	3.1
9. Growth rate per school year while in compensatory class	1.2	1.1	1.2	1.0	.7	1.0
10. Beginning status in relation to "at grade" reading level	-1.0	-1.3	-1.3	-1.3	-1.0	-1.3
11. Ending status in relation to "at grade" reading level	-.8	-1.1	-.9	-1.3	-1.7	-1.1
12. Difference in status in relation to "at grade" reading level	+.2	+.2	+.4	.0	-.7	+.2

5. Reading level at entry into compensatory class divided by "at grade" reading level.

9. Increase in reading level divided by total school years spent in compensatory class.

10. "At grade" reading level minus reading level at entry into program.
11. "At grade" reading level minus reading level at latest testing.

TABLE 2.3.2: **STUDY OF INCREASE IN READING LEVEL OF ELEMENTARY COMPENSATORY PUPILS**

High Third grade at time of entry into compensatory class
3.5 "at grade" reading level
N = 575

1. Current at Grade Reading Level	3.9	4.4	4.9	5.4	5.9	6.4
2. Semesters in Compensatory Class	1	2	3	4	5	6
3. Number of Pupils	195	119	90	76	69	26
4. Reading level at entry into compensatory class	2.2	2.0	2.0	2.1	1.9	2.6
5. Growth rate per school year prior to entry	.6	.6	.6	.6	.5	.7
6. Reading level at latest testing (June, 1968)	3.0	3.1	3.8	4.1	4.4	4.7
7. Total school years spent at compensatory class	.5	1.0	1.5	2.0	2.5	3.0
8. Increase in reading level while in compensatory class	.8	1.1	1.8	2.0	2.5	2.1
9. Growth rate per school year while in compensatory class	1.6	1.1	1.2	1.0	1.0	.7
10. Beginning status in relation to "at grade" reading level	-1.3	-1.5	-1.5	-1.4	-1.6	-.9
11. Ending status in relation to "at grade" reading level	-.9	-1.3	-1.1	-1.3	-1.5	-1.7
12. Difference in status in relation to "at grade" reading level	+.4	+.2	+.4	+.1	+.1	-.8

5. Reading level at entry into compensatory class divided by "at grade" reading level.

9. Increase in reading level divided by total school years spent in compensatory class.

10. "At grade" reading level minus reading level at entry into program.

11. "At grade" reading level minus reading level at latest testing.

TABLE 2.3.3: STUDY OF INCREASE IN READING LEVEL OF ELEMENTARY COMPENSATORY PUPILS

Low Fourth grade at time of entry into compensatory class

4.0 "at grade" reading level

N = 546

1. Current at Grade Reading Level	4.4	4.9	5.4	5.9	6.4	6.9
2. Semesters in Compensatory Class	1	2	3	4	5	6
3. Number of Pupils	119	193	81	88	39	26
4. Reading level at entry into compensatory class	2.7	2.4	2.2	2.3	2.2	1.9
5. Growth rate per school year prior to entry	.7	.6	.6	.6	.6	.5
6. Reading level at latest testing (June, 1968)	3.4	3.6	3.8	4.4	4.9	4.8
7. Total school years spent at compensatory class	.5	1.0	1.5	2.0	2.5	3.0
8. Increase in reading level while in compensatory class	.7	1.2	1.6	2.1	2.7	2.9
9. Growth rate per school year while in compensatory class	1.4	1.2	1.1	1.0	1.1	1.0
10. Beginning status in relation to "at grade" reading level	-1.3	-1.6	-1.8	-1.7	-1.8	-2.1
11. Ending status in relation to "at grade" reading level	-1.0	-1.3	-1.6	-1.5	-1.5	-2.1
12. Difference in status in relation to "at grade" reading level	+.3	+.3	+.2	+.2	+.3	.0

5. Reading level at entry into compensatory class divided by "at grade" reading level.

9. Increase in reading level divided by total school years spent in compensatory class.

10. "At grade" reading level minus reading level at entry into program.
11. "At grade" reading level minus reading level at latest testing.

TABLE 2.3.4: STUDY OF INCREASE IN READING LEVEL OF ELEMENTARY COMPENSATORY PUPILS

High Fourth grade at time of entry into compensatory class
4.5 "at grade" reading level
N = 358

1. Current at Grade Reading Level	4.9	5.4	5.9	6.4	6.9
2. Semesters in Compensatory Class	1	2	3	4	5
3. Number of Pupils	97	90	66	69	36
4. Reading level at entry into compensatory class	2.8	2.7	2.6	2.8	2.4
5. Growth rate per school year prior to entry	.6	.6	.6	.6	.5
6. Reading level at latest testing (June, 1968)	3.7	3.8	4.8	4.9	4.6
7. Total school years spent at compensatory class	.5	1.0	1.5	2.0	2.5
8. Increase in reading level while in compensatory class	.9	1.1	2.2	2.1	2.2
9. Growth rate per school year while in compensatory class	1.8	1.1	1.5	1.0	.9
10. Beginning status in relation to "at grade" reading level	-1.7	-1.8	-1.9	-1.7	2.1
11. Ending status in relation to "at grade" reading level	-1.2	-1.6	-1.1	-1.5	-2.3
12. Difference in status in relation to "at grade" reading level	+.5	+.2	+.8	+.2	- .2

5. Reading level at entry into compensatory class divided by "at grade" reading level.
9. Increase in reading level divided by total school years spent in compensatory class.
10. "At grade" reading level minus reading level at entry into program.
11. "At grade" reading level minus reading level at latest testing.

TABLE 2.3.5: STUDY OF INCREASE IN READING LEVEL OF ELEMENTARY COMPENSATORY PUPILS

Low Fifth grade at time of entry into compensatory class

5.0 "at grade" reading level

N = 386

1. Current at Grade Reading Level	5.4	5.9	6.4	6.9
2. Semesters in Compensatory Class	1	2	3	4
3. Number of Pupils	87	140	91	68
4. Reading level at entry into compensatory class	3.4	3.0	2.7	2.8
5. Growth rate per school year prior to entry	.7	.6	.5	.6
6. Reading level at latest testing (June, 1968)	4.3	4.5	4.6	4.5
7. Total school years spent at compensatory class	.5	1.0	1.5	2.0
8. Increase in reading level while in compensatory class	.9	1.5	1.9	1.7
9. Growth rate per school year while in compensatory class	1.8	1.5	1.3	.9
10. Beginning status in relation to "at grade" reading level	-1.6	-2.0	-2.3	-2.2
11. Ending status in relation to "at grade" reading level	-1.1	-1.4	-1.8	-2.4
12. Difference in status in relation to "at grade" reading level	+ .5	+ .6	+ .5	-.2

5. Reading level at entry into compensatory class divided by "at grade" reading level.

9. Increase in reading level divided by total school years spent in compensatory class.

10. "At grade" reading level minus reading level at entry into program.

11. "At grade" reading level minus reading level at latest testing.

TABLE 2.3.6: STUDY OF INCREASE IN READING LEVEL OF ELEMENTARY COMPENSATORY PUPILS

High Fifth grade at time of entry into compensatory class

5.5 "at grade" reading level

N = 247

1. Current at Grade Reading Level	5.9	6.4	6.9	7.4
2. Semesters in Compensatory Class	1	2	3	4
3. Number of Pupils	101	90	45	11
4. Reading level at entry into compensatory class	3.6	3.4	3.3	2.7
5. Growth rate per school year prior to entry	.7	.6	.6	.5
6. Reading level at latest testing (June, 1968)	4.7	4.8	4.8	5.4
7. Total school years spent at compensatory class	.5	1.0	1.5	2.0
8. Increase in reading level while in compensatory class	1.1	1.4	1.5	2.7
9. Growth rate per school year while in compensatory class	2.2	1.4	1.0	1.4
10. Beginning status in relation to "at grade" reading level	-1.9	-2.1	-2.2	-2.8
11. Ending status in relation to "at grade" reading level	-1.2	-1.6	-2.1	-2.0
12. Difference in status in relation to "at grade" reading level	+.7	+.5	+.1	+.8

5. Reading level at entry into compensatory class divided by "at grade" reading level.

9. Increase in reading level divided by total school years spent in compensatory class.

10. "At grade" reading level minus reading level at entry into program.
11. "At grade" reading level minus reading level at latest testing.

TABLE 2.3.7: STUDY OF INCREASE IN READING LEVEL OF ELEMENTARY COMPENSATORY PUPILS

Low Sixth grade at time of entry into compensatory class

6.0 "at grade" reading level

N = 178

1. Current at Grade Reading Level	6.4	6.9
2. Semesters in Compensatory Class	1	2
3. Number of Pupils	59	119
4. Reading level at entry into compensatory class	3.9	3.4
5. Growth rate per school year prior to entry	.6	.6
6. Reading level at latest testing (June, 1968)	5.1	5.0
7. Total school years spent at compensatory class	.5	1.0
8. Increase in reading level while in compensatory class	1.2	1.6
9. Growth rate per school year while in compensatory class	2.4	1.6
10. Beginning status in relation to "at grade" reading level	-2.1	-2.6
11. Ending status in relation to "at grade" reading level	-1.3	-1.9
12. Difference in status in relation to "at grade" reading level	+.8	+.7

5. Reading level at entry into compensatory class divided by "at grade" reading level.

9. Increase in reading level divided by total school years spent in compensatory class.

10. "At grade" reading level minus reading level at entry into program..
11. "At grade" reading level minus reading level at latest testing.

TABLE 2.4.1: FIRST GRADE STATUS ON TOTAL READING TEST FOR FALL 1968 THIRD GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN FIVE INTENSIVE SERVICE SCHOOLS

Tests: Stanford Reading Test, Primary I, Form W
Grade: High 1
Total: 34 Pupils
Dates: May, 1967

Total Read. G.P.	No. of Pupils by Semesters of Participation		Total Number	Per Cent	Cumulat. Per Cent
	1	2 & 3			
4.0					
3.9					
3.8					
3.7					
3.6					
3.5					
3.4					
3.3					
3.2					
3.1					
3.0					
2.9					
2.8					
2.7					
2.6					
2.5					
2.4					
2.3					
2.2		1	1	2.9	2.9
2.1					
2.0					
1.9*					
1.8	2		2	5.9	8.8
1.7	3	2	5	14.8	23.6
1.6	3	3	6	17.6	41.2
1.5	4	9	13	38.2	79.4
1.4	1	2	3	8.9	88.3
1.3		3	3	8.9	97.2
1.2	1		1	2.9	100.1
1.1					
1.0					
Number	14	20	34		
%iles					
75th	1.7	1.6	1.7		
50th	1.6	1.5	1.5		
25th	1.5	1.5	1.5		

*Actual Grade Placement at Time of Testing

TABLE 2.4.2: SECOND GRADE STATUS ON TOTAL READING TEST FOR FALL 1968 THIRD GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN FIVE INTENSIVE SERVICE SCHOOLS

Tests: Stanford Reading Test, Primary II Form W
Grade: High 2
Total: 34 Pupils
Dates: May, 1968

Total Read. G.P.	No. of Pupils by Semesters of Participation		Total Number	Per Cent	Cumulat. Per Cent
	1	2 & 3			
4.0					
3.9					
3.8					
3.7					
3.6					
3.5					
3.4		1	1	2.9	2.9
3.3					
3.2					
3.1	1		1	2.9	5.8
3.0	1		1	2.9	8.7
2.9					
2.8*					
2.7	2	1	3	8.9	17.6
2.6	2	1	3	8.9	26.5
2.5		1	1	2.9	29.4
2.4	1	1	2	5.9	35.3
2.3	1		1	2.9	38.2
2.2		1	1	2.9	41.1
2.1	1		1	2.9	44.0
2.0	1	1	2	5.9	49.9
1.9	2	3	5	14.8	64.7
1.8	2	2	4	11.8	76.5
1.7		4	4	11.8	88.3
1.6		1	1	2.9	91.2
1.5		2	2	5.9	97.1
1.4		1	1	2.9	100.0
1.3					
1.2					
1.1					
1.0					
Number	14	20	34		
%iles					
75th	2.7	2.4	2.6		
50th	2.4	1.9	2.0		
25th	1.9	1.7	1.8		

*Actual Grade Placement at Time of Testing

TABLE 2.4.3: ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES BETWEEN FIRST GRADE (MAY 1967) AND SECOND GRADE (MAY 1968) FOR FALL 1968 THIRD GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN FIVE INTENSIVE SERVICE SCHOOLS

Tests: Stanford Reading Test, Primary I, Form W (H1), and Primary II, Form W (H2)

Actual Change: Grade H2 Test G.P. - Grade H1 Test G.P.

Adjusted Change: $\frac{\text{Grade H1 Actual G.P.}}{\text{Grade H1 Test G.P.}}$ (Grade H2 Test G.P. - Grade H1 Test G.P.)

Score Change (G.P.)	Number of Students By Semesters 1 Semester Actual	Adjust.	2 and 3 Sem. Actual	Adjust.	Total Number Actual	Adjust.	Cumulative Per Cent Actual	Adjust.
+2.7								
+2.6								
+2.5								
+2.4								
+2.3								
+2.2								
+2.1								
+2.0								
+1.9								
+1.8								
+1.7								
+1.6								
+1.5		1				1		2.9
+1.4	1	1			1	1	2.9	5.8
+1.3	1	3	1	1	2	4	8.8	17.6
+1.2								
+1.1	3		1	3	4	3	20.6	26.4
+1.0		1	1		1	1	23.5	29.3
+0.9 #	1	1	1	1	2	2	29.4	35.2
+0.8		1	1	1	1	2	32.3	41.1
+0.7	1		1		2		38.2	
+0.6	2	3			2	3	44.1	49.9
+0.5	2	2		5	2	7	50.0	70.5
+0.4	2		5	2	7	2	70.6	76.4
+0.3			2		2		76.5	
+0.2	1	1	4	4	5	5	91.2	91.2
+0.1			3	3	3	3	100.0	100.0
0.0								
-0.1								
-0.2								
-0.3								
-0.4								
-0.5								
-0.6								
-0.7								
Number	14	14	20	20	34	34		
%iles								
75th	1.1	1.3	0.8	0.9	0.9	1.1		
50th	0.7	0.9	0.4	0.5	0.5	0.6		
25th	0.5	0.6	0.2	0.2	0.3	0.4		

#Elapsed Time Between Testings

TABLE 2.4.4: FIRST AND SECOND GRADE STATUS ON TOTAL READING TEST FOR FALL 1968 THIRD GRADE ESEA TITLE I NON-PARTICIPANTS ENROLLED IN FIVE INTENSIVE SERVICE SCHOOLS

Tests:	Stanford Reading Test, Primary I, Form W	Stanford Reading Test, Primary II, Form W
Grade:	High 1	High 2
Total:	176 Pupils	176 Pupils
Dates:	May, 1967	May, 1968

Numbers of Pupils by Total Reading Grade Placement

Total Read. G.P.	First Grade, May 1967			Second Grade, May 1968		
	No. of Pupils	Per Cent	Cumulat. Per Cent	No. of Pupils	Per Cent	Cumulat. Per Cent
3.7+				3	1.7	1.7
3.6						
3.5				1	.6	2.3
3.4						
3.3				4	2.2	4.5
3.2				1	.6	5.1
3.1				3	1.7	6.8
3.0				4	2.2	9.0
2.9				3	1.7	10.7
2.8**				8	4.6	15.3
2.7	1	.6	.6	8	4.6	19.9
2.6	2	1.2	1.8	8	4.6	24.5
2.5	1	.6	2.4	13	7.3	31.8
2.4				4	2.2	34.0
2.3				6	3.4	37.4
2.2				5	2.9	40.3
2.1	1	.6	3.0	1	.6	40.9
2.0	3	1.7	4.7	7	4.0	44.9
1.9*	8	4.6	9.3	33	18.8	63.7
1.8	9	5.1	14.4	25	14.1	77.8
1.7	15	8.5	22.9	23	13.0	90.8
1.6	37	20.9	43.8	9	5.1	95.9
1.5	28	15.8	59.6	3	1.7	97.6
1.4	33	18.8	78.4	1	.6	98.2
1.3	14	8.0	86.4			
1.2	12	6.8	93.2	1	.6	98.8
1.1	12	6.8	100.0	2	.6	100.0
1.0						
Number	176			176		
%iles						
75th	1.6			2.5		
50th	1.5			1.9		
25th	1.4			1.8		

*Actual Grade Placement at Time of Testing, First Grade

**Actual Grade Placement at Time of Testing, Second Grade

TABLE 2.4.5: ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES BETWEEN FIRST GRADE (MAY 1967) AND SECOND GRADE (MAY 1968) FOR FALL 1968 THIRD GRADE ESEA TITLE I NON-PARTICIPANTS ENROLLED IN FIVE INTENSIVE SERVICE SCHOOLS

Tests: Stanford Reading Test, Primary I, Form W (H1), and Primary II, Form W (H2)

Actual Change: Grade H2 Test G.P. - Grade H1 Test G.P.

Adjusted Change: $\frac{\text{Grade H1 Actual G.P.}}{\text{Grade H1 Test G.P.}}$ (Grade H2 Test G.P. - Grade H1 Test G.P.)

Score Change (G.P.)	Actual Number	Actual Per Cent	Actual Cumulat. Per Cent	Adjusted Number	Adjusted Per Cent	Adjusted Cumulat. Per Cent
+2.7				1	.6	.6
+2.6						
+2.5						
+2.4				1	.6	1.2
+2.3				1	.6	1.8
+2.2						
+2.1						
+2.0				1	.6	2.4
+1.9				1	.6	3.0
+1.8	3	1.7	1.7	3	1.7	4.7
+1.7				2	1.1	5.8
+1.6	1	.6	2.3			
+1.5	1	.6	2.9	3	1.7	7.5
+1.4	3	1.7	4.6	10	5.7	13.2
+1.3	6	3.4	8.0	7	4.0	17.2
+1.2	6	3.4	11.4	7	4.0	21.2
+1.1	9	5.2	16.6	15	8.5	29.7
+1.0	12	6.8	23.4	12	6.8	36.5
+0.9 #	5	2.8	26.2	10	5.7	42.2
+0.8	15	8.5	34.7	16	9.0	51.2
+0.7	15	8.5	43.2	11	6.2	57.4
+0.6	15	8.5	51.7	14	7.9	65.3
+0.5	11	6.2	57.9	15	8.5	73.8
+0.4	28	15.9	73.8	21	11.9	85.7
+0.3	23	13.1	86.9	10	5.7	91.4
+0.2	11	6.2	93.1	4	2.3	93.7
+0.1	5	2.8	95.9	5	2.8	96.5
0.0	3	1.7	97.6	3	1.7	98.2
-0.1	1	.6	98.2			
-0.2	1	.6	98.8			
-0.3	1	.6	99.4	1	.6	98.8
-0.4				1	.6	99.4
-0.5						
-0.6						
-0.7	1	.6	100.0	1	.6	100.0
Number	176			176		
%iles						
75th	0.9			1.1		
50th	0.6			0.8		
25th	0.3			0.4		

#Elapsed Time Between Testings

TABLE 2.4.6: **FIRST GRADE STATUS ON TOTAL INTELLIGENCE TEST FOR FALL 1968 THIRD GRADE ESEA TITLE I PARTICIPANTS AND NON-PARTICIPANTS ENROLLED IN FIVE INTENSIVE SERVICE SCHOOLS**

Tests: Lorge-Thorndike Intelligence Test, Primary I, Form A
Grade: High 1
Total: 34 Participants and 160 Non-participants
Dates: May, 1967

	ESEA Title I Participants					Non-Participants		
LTIT Score (IQ)	Numbers of Pupils By Semesters of Participation 1 Semester	2 or 3 Sem.	Total Number	Per Cent	Cumulat. Per Cent	Total Number	Per Cent	Cumulat. Per Cent
120+		3	3	8.9	8.9	11	6.8	6.8
119								
118								
117								
116						2	1.2	8.0
115						1	.6	8.6
114								
113						2	1.2	9.8
112								
111								
110						2	1.2	11.0
109		1	1	2.9	11.8	1	.6	11.6
108								
107						4	2.5	14.1
106						1	.6	14.7
105						3	1.9	16.6
104	1		1	2.9	14.7	2	1.2	17.8
103		1	1	2.9	17.6	7	4.4	22.2
102						3	1.9	24.1
101	2	1	3	8.9	26.5	7	4.4	28.5
100		1	1	2.9	29.4	3	1.9	30.4
99						2	1.2	31.6
98	1		1	2.9	32.3	5	3.2	34.8
97	2	1	3	8.9	41.2	5	3.2	38.0
96						5	3.2	41.2
95						3	1.9	43.1
94						6	3.8	46.9
93						2	1.2	48.1
92	1		1	2.9	44.1	5	3.2	51.3
91						6	3.8	55.1
90						3	1.9	57.0
89	1	1	2	5.9	50.0	5	3.2	60.2
88	2	2	4	11.8	61.8	3	1.9	62.1
87						1	.6	62.7
86	1	1	2	5.9	67.7	5	3.2	65.9
85	1		1	2.9	70.6	7	4.4	70.3
84	1		1	2.9	73.5	7	4.4	74.7
83						6	3.8	78.5
82		1	1	2.9	76.4	7	4.4	82.9
81						6	3.8	86.7
80						4	2.5	89.2
79						3	1.9	91.1
78		1	1	2.9	79.3	2	1.2	92.3
77						1	.6	92.9
76		2	2	5.9	85.2	2	1.2	94.1
75						1	.6	94.7
74		1	1	2.9	88.1	3	1.9	96.6
73						3	1.9	98.5
72						1	.6	99.1
71								
70-	1	3	4	11.8	99.9	2	1.2	100.3
Number	14	20	34			160		
%iles								
75th	98	103	101			101		
50th	92	88	89			92		
25th	86	76	82			83		

TABLE 2.4.7: FIRST AND SECOND GRADE STATUS ON TOTAL READING TEST FOR FALL 1968 THIRD GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN FOUR SPECIAL SERVICE SCHOOLS

Tests:	Stanford Reading Test, Primary I, Form W	Stanford Reading Test, Primary II, Form W
Grade:	High 1	High 2
Total:	21 Pupils	21 Pupils
Dates:	May, 1967	May, 1968

Numbers of Pupils by Total Reading Grade Placement

Total Read. G.P.	First Grade, May 1967 No. of Pupils	Per Cent	Cumulat. Per Cent	Second Grade, May 1968 No. of Pupils	Per Cent	Cumulat. Per Cent
3.7+						
3.6						
3.5						
3.4						
3.3						
3.2						
3.1						
3.0						
2.9						
2.8**						
2.7						
2.6						
2.5						
2.4						
2.3						
2.2						
2.1						
2.0				1	4.8	4.8
1.9*				3	14.3	19.1
1.8				4	19.0	38.1
1.7				8	38.1	76.2
1.6	2	9.5	9.5	1	4.8	81.0
1.5	7	33.3	42.8			
1.4	8	38.1	80.9			
1.3	1	4.8	85.7	2	9.5	90.5
1.2	3	14.3	100.0	2	9.5	100.0
1.1						
1.0						
Number	21			21		
%iles						
75th	1.5			1.8		
50th	1.4			1.7		
25th	1.4			1.7		

*Actual Grade Placement at Time of Testing, First Grade

**Actual Grade Placement at Time of Testing, Second Grade

TABLE 2.4.8: ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES BETWEEN FIRST GRADE (MAY 1967) AND SECOND GRADE (MAY 1968) FOR FALL 1968 THIRD GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN FOUR SPECIAL SERVICE SCHOOLS

Tests: Stanford Reading Test, Primary I, Form W (H1), and Primary II, Form W (H2)

Actual Change: Grade H2 Test G.P. - Grade H1 Test G.P.

Adjusted Change: $\frac{\text{Grade H1 Actual G.P.}}{\text{Grade H1 Test G.P.}}$ (Grade H2 Test G.P. - Grade H1 Test G.P.)

Participation: One Semester

Score Change (G.P.)	Actual and Adjusted Reading Score Changes Between H1 and H2					
	Actual			Adjusted		
	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
+2.7						
+2.6						
+2.5						
+2.4						
+2.3						
+2.2						
+2.1						
+2.0						
+1.9						
+1.8						
+1.7						
+1.6						
+1.5						
+1.4						
+1.3						
+1.2				1	4.8	4.8
+1.1						
+1.0				1	4.8	9.6
+0.9 #				1	4.8	14.4
+0.8						
+0.7	1	4.8	4.8	2	9.5	23.9
+0.6	2	9.5	14.3	4	19.0	42.9
+0.5	1	4.8	19.1	2	9.5	52.4
+0.4	5	23.8	42.9	2	9.5	61.9
+0.3	4	19.0	61.9	2	9.5	71.4
+0.2	2	9.5	71.4	3	14.3	85.7
+0.1	3	14.3	85.7			
0.0						
-0.1						
-0.2	3	14.3	100.0			
-0.3				3	14.3	100.0
-0.4						
Number	21			21		
%iles						
75th	0.4			0.6		
50th	0.3			0.5		
25th	0.1			0.2		

#Elapsed Time Between Testings

TABLE 2.4.9: FIRST AND SECOND GRADE STATUS ON TOTAL READING TEST FOR FALL 1968 THIRD GRADE ESEA TITLE I NON-PARTICIPANTS ENROLLED IN FOUR SPECIAL SERVICE SCHOOLS

Tests:	Stanford Reading Test Primary I, Form W	Stanford Reading Test, Primary II, Form W
Grade:	High 1	High 2
Total:	118 Pupils	118 Pupils
Dates:	May, 1967	May, 1968

Numbers of Pupils by Total Reading Grade Placement

Total Read. G.P.	First Grade, May 1967 No. of Pupils	Per Cent	Cumulat. Per Cent	Second Grade, May 1968 No. of Pupils	Per Cent	Cumulat. Per Cent
3.7+						
3.6						
3.5						
3.4						
3.3						
3.2						
3.2						
3.1						
3.0	1	.8	.8	11	9.3	9.3
2.9	1	.8	1.6	2	1.7	11.0
2.8**				3	2.6	13.6
2.7				4	3.4	17.0
2.6				3	2.6	19.6
2.5				3	2.6	22.2
2.4	1	.8	2.4	3	2.6	24.8
2.3	1	.8	3.2	4	3.4	28.2
2.2	3	2.6	5.8	7	5.9	34.1
2.1	2	1.7	7.5	7	5.9	40.0
2.0	3	2.6	10.1	3	2.6	42.6
1.9*	8	6.8	16.9	15	12.7	55.3
1.8	3	2.6	19.5	16	13.5	68.8
1.7	12	10.2	29.7	20	16.9	85.7
1.6	27	22.9	52.6	4	3.4	89.1
1.5	18	15.3	67.9	6	5.0	94.1
1.4	17	14.4	82.3	2	1.7	95.8
1.3	7	5.9	88.2	1	.8	96.6
1.2	4	3.4	91.6			
1.1	10	8.4	100.0	3	3.4	100.0
1.0						
Number	118			118		
%iles						
75th	1.7			2.3		
50th	1.6			1.9		
25th	1.4			1.7		

*Actual Grade Placement at Time of Testing, First Grade

**Actual Grade Placement at Time of Testing, Second Grade

TABLE 2.4.10: ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES BETWEEN FIRST GRADE (MAY 1967) AND SECOND GRADE (MAY 1968) FOR FALL 1968 THIRD GRADE ESEA TITLE I NON-PARTICIPANTS ENROLLED IN FOUR SPECIAL SERVICE SCHOOLS

Tests: Stanford Reading Test, Primary I, Form W (H1), and Primary II, Form W (H2)

Actual Change: Grade H2 Test G.P. - Grade H1 Test G.P.

Adjusted Change: $\frac{\text{Grade H1 Actual G.P.}}{\text{Grade H1 Test G.P.}}$ (Grade H2 Test G.P. - Grade H1 Test G.P.)

Score Change (G.P.)	Actual and Adjusted Reading Score Changes Between H1 and H2					
	Actual			Adjusted		
	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
+2.7						
+2.6						
+2.5						
+2.4						
+2.3						
+2.2						
+2.1						
+2.0						
+1.9						
+1.8						
+1.7	1	.8	.8			
+1.6				2	1.7	1.7
+1.5				1	.8	2.5
+1.4	1	.8	1.6	2	1.7	4.2
+1.3	3	2.6	4.2	2	1.7	5.9
+1.2	2	1.7	5.9	6	5.1	11.0
+1.1	4	3.4	9.3	5	4.2	15.2
+1.0	3	2.6	11.9	6	5.1	20.3
+0.9 #	4	3.4	15.3	9	7.7	28.0
+0.8	9	7.7	23.0	6	5.1	33.1
+0.7	11	9.3	32.3	14	11.9	45.0
+0.6	8	6.8	39.1	7	5.9	50.9
+0.5	13	11.0	50.1	11	9.3	60.2
+0.4	15	12.7	62.8	16	13.6	73.8
+0.3	14	11.9	74.7	6	5.1	78.9
+0.2	5	4.2	78.9	1	.8	79.7
+0.1	11	9.3	88.2	10	8.6	88.3
0.0	7	5.9	94.1	7	5.9	94.2
-0.1	3	2.6	96.7	2	1.7	95.9
-0.2	2	1.7	98.4	2	1.7	97.6
-0.3	1	.8	99.2	1	.8	98.4
-0.4						
-0.5	1	.8	100.0	1	.8	99.2
-0.6				1	.8	100.0
-0.7						
Number	118			118		
%iles						
75th	0.7			0.9		
50th	0.5			0.6		
25th	0.2			0.3		

#Elapsed Time Between Testings

TABLE 2.4.11: FIRST GRADE STATUS ON TOTAL INTELLIGENCE TEST FOR FALL 1968 THIRD GRADE ESEA TITLE I PARTICIPANTS AND NON-PARTICIPANTS ENROLLED IN FOUR SPECIAL SERVICE SCHOOLS

Tests: Lorge-Thorndike Intelligence Test, Primary I, Form A
Grade: High 1
Total: 21 Participants and 103 Non-Participants
Dates: May, 1967

	ESEA Title I Participants			Non-Participants		
LTIT Score (IQ)	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
120+				4	3.9	3.9
119				1	1.0	4.9
118						
117						
116	1	4.8	4.8			
115						
114						
113				1	1.0	5.9
112				1	1.0	6.7
111				1	1.0	7.9
110				3	2.9	10.8
109				1	1.0	11.8
108						
107	1	4.8	9.6	2	1.9	13.7
106				1	1.0	14.7
105				1	1.0	15.7
104				3	2.9	18.6
103				5	4.8	23.4
102				1	1.0	24.4
101	1	4.8	14.4	2	1.9	26.3
100				5	4.8	31.1
99						
98				3	2.9	34.0
97				4	3.9	37.9
96				5	4.8	42.7
95				4	3.9	46.6
94	2	9.5	23.9	4	3.9	50.5
93				5	4.8	55.3
92	1	4.8	28.7	4	3.9	59.2
91				1	1.0	60.2
90	2	9.5	38.2	3	2.9	63.1
89	2	9.5	47.7	7	6.8	69.9
88	1	4.8	52.5	5	4.8	74.7
87						
86	2	9.5	62.0	4	3.9	78.6
85	2	9.5	71.5	4	3.9	82.5
84	1	4.8	76.3	1	1.0	83.5
83				4	3.9	87.4
82				1	1.0	88.4
81	1	4.8	81.1	3	2.9	91.3
80				1	1.0	92.3
79						
78				3	2.9	95.2
77						
76						
75	1	4.8	85.9	1	1.0	96.2
74						
73				1	1.0	97.2
72						
71						
70-	3	14.4	100.3	3	3.0	100.2
Number	21			103		
%iles						
75th	92			101		
50th	88			94		
25th	84			88		

TABLE 2.4.12: SECOND GRADE STATUS ON TOTAL READING TEST FOR FALL 1968 FIFTH GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN FIVE INTENSIVE SERVICE SCHOOLS

Tests: Stanford Reading Test, Primary II, Form W
Grade: High 2
Total: 66 Pupils
Dates: May, 1966

Total Read. G.P.	No. of Pupils by Semesters of Participation			Total Number	Per Cent	Cumulat. Per Cent
	1	2	3			
4.0+						
3.9						
3.8						
3.7						
3.6						
3.5						
3.4						
3.3						
3.2						
3.1						
3.0						
2.9*						
2.8			1	1	1.5	1.5
2.7	2			2	3.0	4.5
2.6	1			1	1.5	6.0
2.5	1	1		2	3.0	9.0
2.4	1		3	4	6.0	15.0
2.3						
2.2						
2.1	1	2	1	4	6.0	21.0
2.0	4	1	1	6	9.2	30.2
1.9	2	5		7	10.7	40.9
1.8	7	5	3	15	22.8	63.7
1.7	7	2	2	11	16.6	80.3
1.6	3	3	1	7	10.7	91.0
1.5	1	3		4	6.0	97.0
1.4	1			1	1.5	98.5
1.3						
1.2						
1.1	1			1	1.5	100.0
1.0						
Number	32	22	12	66		
%iles						
75th	2.0	1.9	2.4	2.0		
50th	1.8	1.8	2.0	1.8		
25th	1.7	1.6	1.8	1.7		

*Actual Grade Placement at Time of Testing

TABLE 2.4.13: THIRD GRADE STATUS ON TOTAL READING TEST FOR FALL 1968 FIFTH GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN FIVE INTENSIVE SERVICE SCHOOLS

Tests: Stanford Reading Test, Primary II, Form X
Grade: High 3
Total: 66 Students
Dates: May, 1967

Total Read. G.P.	No. of Pupils by Semesters of Participation			Total Number	Per Cent	Cumulat. Per Cent
	1	2	3			
4.0+		1		1	1.5	1.5
3.9*						
3.8						
3.7						
3.6						
3.5						
3.4	1	1		2	3.0	4.5
3.3	1			1	1.5	6.0
3.2		1		1	1.5	7.5
3.1	1			1	1.5	9.0
3.0	1	2	1	4	6.0	15.0
2.9	2		1	3	4.6	19.6
2.8	1	1	1	3	4.6	24.2
2.7	3	4	1	8	12.1	36.3
2.6	4	1		5	7.6	43.9
2.5	4			4	6.0	49.9
2.4	1	1	1	3	4.6	54.5
2.3	1	2	1	4	6.0	60.5
2.2		2		2	3.0	63.5
2.1	2	2	2	6	9.2	72.7
2.0	3	1	1	5	7.6	80.3
1.9	1			1	1.5	81.8
1.8	4			4	6.0	87.8
1.7	2	2	2	6	9.2	97.0
1.6		1	1	2	3.0	100.0
1.5						
1.4						
1.3						
1.2						
1.1						
1.0						
Number	32	22	12	66		
%iles						
75th	2.7	2.8	2.8	2.8		
50th	2.5	2.6	2.3	2.5		
25th	2.0	2.1	2.0	2.0		

*Actual Grade Placement at Time of Testing

TABLE 2.4.14: FOURTH GRADE STATUS ON TOTAL READING TEST FOR FALL 1968 FIFTH GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN FIVE INTENSIVE SERVICE SCHOOLS

Tests: Stanford Reading Test, Primary II, Form Y
Grade: High 4
Total: 66 Students
Dates: May, 1968

Total Read. G.P.	No. of Pupils by Semesters of Participation 1	2	3	Total Number	Per Cent	Cumulat. Per Cent
4.0+*	1	1		2	3.0	3.0
3.9						
3.8	2	1		3	4.6	7.6
3.7	2	1		3	4.6	12.2
3.6						
3.5	1		1	2	3.0	15.2
3.4	2	1		3	4.6	19.8
3.3		3		3	4.6	24.4
3.2		2	1	3	4.6	29.0
3.1	4	2	1	7	10.7	39.7
3.0	1	3		4	6.0	45.7
2.9	5		2	7	10.7	56.4
2.8	2	1	1	4	6.0	62.4
2.7	2	3		5	7.6	70.0
2.6	3		1	4	6.0	76.0
2.5	1		1	2	3.0	79.0
2.4	2	1		3	4.6	83.6
2.3	2			2	3.0	86.6
2.2		3		3	4.6	91.2
2.1						
2.0	1		1	2	3.0	94.2
1.9			1	1	1.5	95.7
1.8	1		1	2	3.0	98.7
1.7						
1.6			1	1	1.5	100.2
1.5						
1.4						
1.3						
1.2						
1.1						
1.0						
Number	32	22	12	66		
%iles						
75th	3.4	3.3	3.1	3.3		
50th	2.9	3.1	2.8	2.9		
25th	2.6	2.7	2.0	2.6		

*Actual Grade Placement at Time of Testing (4.8)

TABLE 2.4.15: ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES BETWEEN SECOND GRADE (MAY 1966) AND FOURTH GRADE (MAY 1968) FOR FALL 1968 FIFTH GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN FIVE INTENSIVE SERVICE SCHOOLS

Tests: Stanford Reading Test, Primary II, Form W (H2), and Form Y, (H4)

Actual Change: Grade H4 Test G.P. - Grade H2 Test G.P.

Adjusted Change: $\frac{\text{Grade H2 Actual G.P.}}{\text{Grade H2 Test G.P.}}$ (Grade H4 Test G.P. - Grade H2 Test G.P.)

Score Change (G.P.)	Number of Students By Semesters of Participation						Total Number		Cumulative Per Cent	
	1 Semester		2 Semesters		3 Semesters					
	Actual	Adjust.	Actual	Adjust.	Actual	Adjust.	Actual	Adjust.	Actual	Adjust.
+4.0				1				1		1.5
+3.9										
+3.8										
+3.7										
+3.6										
+3.5										
+3.4		1						1		3.0
+3.3										
+3.2		1						1		4.5
+3.1										
+3.0										
+2.9				1				1		6.0
+2.8										
+2.7		1		1				2		9.0
+2.6		1		1				2		12.0
+2.5		1		1				2		15.0
+2.4		1	1	1			1	2	1.5	18.0
+2.3										
+2.2		1		2		1		4		24.0
+2.1		1						1		25.5
+2.0	1	1		2			1	3	3.0	30.1
+1.9 #		2		1		1		4		36.1
+1.8	1	2	1	1		1	2	4	6.0	42.1
+1.7	2	1					2	1	9.0	43.6
+1.6	2	1	2	2		1	4	4	15.0	49.6
+1.5		1	2	1			2	2	18.0	52.6
+1.4		2	3	2	1	1	4	5	24.0	60.2
+1.3	4	4	1	1		1	5	6	31.6	69.4
+1.2	3		4		1		8		43.7	
+1.1	3	4	1		2		6	4	52.9	75.4
+1.0	1	2	1	2	1		3	4	57.5	81.4
+0.9	4		1	1	1		6	1	66.7	82.9
+0.8	2		1	1			3	1	71.3	84.4
+0.7	4	1	1			1	5	2	78.9	87.4
+0.6	1	1	2				3	1	83.5	88.9
+0.5	2		1		1	1	4	1	89.5	90.4
+0.4										
+0.3					2	1	2	1	92.5	91.9
+0.2										
+0.1	1	1					1	1	94.0	93.4
0.0	1	1					1	1	95.5	94.9
-0.1										
-0.2										
-0.3					1		1		97.0	
-0.4					1	2	1	2	98.5	97.9
-0.5					1		1		100.0	
-0.6										
-0.7										
-0.8										
-0.9						1		1		99.4
Number	32	32	22	22	12	12	66	66		
%iles										
75th	1.3	2.1	1.5	2.4	1.1	1.8	1.3	2.1		
50th	1.1	1.5	1.2	1.9	0.9	1.3	1.1	1.6		
25th	0.7	1.1	0.9	1.4	0.3	0.3	0.7	1.1		

#Elapsed Time Between Testings

TABLE 2.4.16: SECOND, THIRD, AND FOURTH GRADE STATUS ON TOTAL READING TEST FOR FALL 1968 FIFTH GRADE ESEA TITLE I NON-PARTICIPANTS ENROLLED IN FIVE INTENSIVE SERVICE SCHOOLS

Tests:	Stanford Reading Test, Primary II, Form W	Stanford Reading Test, Primary II, Form X	Stanford Reading Test, Primary II, Form Y
Grade:	High 2	High 3	High 4
Total:	109 Pupils	109 Pupils	109 Pupils
Dates:	May, 1966	May, 1967	May, 1968

Total Read. G.P.	Second Grade, May 1966			Third Grade, May 1967			Fourth Grade, May 1968		
	No. of Pupils	Per Cent	Cumulat. Per Cent	No. of Pupils	Per Cent	Cumulat. Per Cent	No. of Pupils	Per Cent	Cumulat. Per Cent
5.5+				2	1.8	1.8	4	3.7	3.7
5.4									
5.3							2	1.9	5.6
5.2									
5.1									
5.0	1	.9	.9						
4.9									
4.8***							1	.9	6.5
4.7							4	3.7	10.2
4.6	1	.9	1.8	1	.9	2.7	1	.9	11.1
4.5							2	1.9	13.0
4.4	1	.9	2.7	1	.9	3.6	2	1.9	14.9
4.3				1	.9	4.5	2	1.9	16.8
4.2							8	7.3	24.1
4.1				3	2.7	7.2	5	4.6	28.7
4.0				2	1.9	9.1	3	2.7	31.4
3.9**	1	.9	3.6	3	2.7	11.8	4	3.7	35.1
3.8				5	4.6	16.4	6	5.4	40.5
3.7				4	3.7	20.1	9	8.3	48.8
3.6	1	.9	4.5	5	4.6	24.7	11	10.2	59.0
3.5	2	1.9	6.4	6	5.4	30.1	5	4.6	63.6
3.4	2	1.9	8.3	4	3.7	33.8	4	3.7	67.3
3.3				3	2.7	36.5	1	.9	68.2
3.2	1	.9	9.2	4	3.7	40.2			
3.1	1	.9	10.1	2	1.9	42.1	4	3.7	71.9
3.0	2	1.9	12.0	16	14.8	56.9	3	2.7	74.6
2.9*	9	8.3	20.3	4	3.7	60.6	1	.9	75.5
2.8	9	8.3	28.6	5	4.6	65.2	3	2.7	78.2
2.7	7	6.5	35.1				1	.9	79.1
2.6	5	4.6	39.7	3	2.7	67.9	3	2.7	81.8
2.5	4	3.7	43.4	5	4.6	72.5	6	5.4	87.2
2.4	4	3.7	47.1	3	2.7	75.2			
2.3	3	2.7	49.8	1	.9	76.1	1	.9	88.1
2.2	1	.9	50.7	4	3.7	79.8			
2.1	7	6.5	57.2	2	1.9	81.7	1	.9	89.0
2.0	10	9.2	66.4	5	4.6	86.3	4	3.7	92.7
1.9	6	5.4	71.8	5	4.6	90.9	1	.9	93.6
1.8	10	9.2	81.0	5	4.6	95.5	4	3.7	97.3
1.7	15	13.6	94.6	3	2.7	98.2			
1.6	3	2.7	97.3				1	.9	98.2
1.5	1	.9	98.2	1	.9	99.1	1	.9	99.1
1.4							1	.9	100.0
1.3									
1.2	1	.9	99.1	1	.9	100.0			
1.1	1	.9	100.0						
1.0									
Number	109	*Actual Grade Placement at Time of Testing, Second Grade		109	**Actual Grade Placement at Time of Testing, Third Grade		109	***Actual Grade Placement at Time of Testing, Fourth Grade	
%iles									
75th	2.8			3.6			4.1		
50th	2.2			3.0			3.6		
25th	1.8			2.4			2.9		

TABLE 2.4.17: ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES FOR FALL 1968 FIFTH GRADE ESEA TITLE I NON-PARTICIPANTS ENROLLED IN FIVE INTENSIVE SERVICE SCHOOLS BETWEEN SECOND GRADE (MAY, 1966) AND THIRD GRADE (MAY, 1967), AND BETWEEN THIRD GRADE (MAY, 1967) AND FOURTH GRADE (MAY, 1968), AND BETWEEN SECOND GRADE (MAY, 1966) AND FOURTH GRADE (MAY, 1968)

Tests: Stanford Reading Test, Primary II, Form W (H2), X (H3), Y (H4)

Actual Change:
(H2 to H3) Grade H3 Test G.P. - Grade H2 Test G.P.
(H3 to H4) Grade H4 Test G.P. - Grade H3 Test G.P.
(H2 to H4) Grade H4 Test G.P. - Grade H2 Test G.P.

Adjusted Change:

(H2 to H3) $\frac{\text{Grade H2 Actual G.P.}}{\text{Grade H2 Test G.P.}}$ (Grade H3 Test G.P. - Grade H2 Test G.P.)

(H3 to H4) $\frac{\text{Grade H3 Actual G.P.}}{\text{Grade H3 Test G.P.}}$ (Grade H4 Test G.P. - Grade H3 Test G.P.)

(H2 to H4) $\frac{\text{Grade H2 Actual G.P.}}{\text{Grade H2 Test G.P.}}$ (Grade H4 Test G.P. - Grade H2 Test G.P.)

Total Reading Test Score Changes

	Between H2 and H3				Between H3 and H4				Between H2 and H4			
	Actual		Adjusted		Actual		Adjusted		Actual		Adjusted	
Score Change (G.P.)	Number	Cumulat. Per Cent	Number	Cumulat. Per Cent	Number	Cumulat. Per Cent	Number	Cumulat. Per Cent	Number	Cumulat. Per Cent	Number	Cumulat. Per Cent
+3.0+							2	1.9	1	.9	6	5.5
+2.9							1	2.8			3	8.2
+2.8							1	3.7	1	1.8	1	9.1
+2.7									2	3.7	1	10.0
+2.6											3	12.7
+2.5			1	.9							5	17.3
+2.4			1	1.8							2	19.2
+2.3									5	8.3	1	20.1
+2.2			1	2.7			1	4.6			4	23.8
+2.1			1	3.6			1	5.5			1	24.7
+2.0					2	1.9	1	6.4	2	10.2	5	29.3
+1.9	1	.9							#9	18.5	#4	33.0
+1.8			3	6.3	1	2.8	3	9.1	5	23.1	2	34.9
+1.7			2	8.2	1	3.7	2	11.0	2	25.0	4	38.6
+1.6	2	2.8	2	10.1	1	4.6	3	13.7	7	31.5	7	45.1
+1.5	2	4.7	1	11.0	1	5.5	4	17.4	4	35.2	2	47.0
+1.4	3	7.4	8	18.3	1	6.4	2	19.3	6	40.6	8	54.3
+1.3	2	9.3	6	23.7			1	20.2	9	48.9	5	58.9
+1.2	6	14.7	4	27.4	2	8.3	1	21.1	6	54.3	4	62.6
+1.1	6	20.1	5	32.0	9	16.6	5	25.7	6	59.7	3	65.3
+1.0	#11	30.3	#3	34.7	4	20.3	9	34.0	5	64.3	6	70.7
+0.9	10	39.5	9	43.0	#4	24.0	#11	44.2	6	69.7	6	76.1
+0.8	8	46.8	7	49.5	10	33.2	6	49.6	9	78.0	3	78.8
+0.7	3	49.5	5	54.1	8	40.5	5	54.2	1	78.9	4	82.5
+0.6	11	59.7	8	61.4	8	47.8	6	59.6	3	81.6	2	84.4
+0.5	8	67.0	10	70.6	10	57.0	5	64.2	3	84.3	4	88.1
+0.4	3	69.7	3	73.3	10	66.2	7	70.7				
+0.3	5	74.3	7	79.8	12	77.2	9	79.0	2	86.2		
+0.2	7	80.8	3	82.5	6	82.6	7	85.5	1	87.1	2	90.0
+0.1	6	86.2	5	87.1	7	89.1	4	89.2	4	90.8	1	90.9
0.0	4	89.9	4	90.8	3	91.8	3	91.9	5	95.4	5	95.5
-0.1	4	93.6	1	91.7	1	92.7	1	92.8	2	97.3	1	96.4
-0.2	1	94.5	2	93.6	3	95.4	1	93.7			1	97.3
-0.3			1	94.5	2	97.3	2	95.6	1	98.2		
-0.4	2	96.4	1	95.4			1	96.5	1	99.1	1	98.2
-0.5	1	97.3	1	96.3	3	100.0			1	100.0		
-0.6			1	97.2			2	98.4				
-0.7			1	98.1			1	99.3				
-0.8			2	100.0								
-0.9	2	99.2										
-1.0-	1	100.1					1	100.2			2	100.1
No.	109		109		109		109		109		109	
75th%ile	1.0		1.2		0.8		1.1		1.7		2.1	
50th%ile	0.6		0.7		0.5		0.7		1.2		1.4	
25th%ile	0.2		0.3		0.3		0.3		0.8		0.9	

#Elapsed Time Between Testings

TABLE 2.4.18: THIRD GRADE STATUS ON TOTAL INTELLIGENCE TEST FOR FALL 1968 FIFTH GRADE ESEA TITLE I PARTICIPANTS AND NON-PARTICIPANTS ENROLLED IN FIVE INTENSIVE SERVICE SCHOOLS

Tests: Lorge-Thorndike Intelligence Test, Primary 2, Form A
Grade: High 3
Total: 66 Participants and 109 Non-Participants
Dates: May, 1967

	ESEA Title I Participants			Non-Participants		
LTIT Score (IQ)	Number of Pupils	Per Cent	Cumulat. Per Cent	Number of Pupils	Per Cent	Cumulat. Per Cent
125+						
124						
123				2	1.8	1.8
122				2	1.8	3.6
121						
120				2	1.8	5.4
119				1	.9	6.3
118				2	1.8	8.1
117						
116						
115						
114				1	.9	9.0
113				2	1.8	10.8
112						
111				3	2.8	13.6
110						
109	1	1.5	1.5	4	3.7	17.3
108						
107				3	2.8	20.1
106	1	1.5	3.0			
105						
104	4	6.1	9.1			
103	1	1.5	10.6	2	1.8	21.9
102				1	.9	22.8
101	1	1.5	12.1	5	4.6	27.4
100	1	1.5	13.6	2	1.8	29.2
99	1	1.5	15.1	3	2.8	32.0
98				1	.9	32.9
97				1	.9	33.8
96	3	4.5	19.6	3	2.8	36.6
95	1	1.5	21.1	5	4.6	41.2
94	5	7.6	28.7	2	1.8	43.0
93	2	3.0	31.7	5	4.6	47.6
92	2	3.0	34.7			
91	1	1.5	36.2	2	1.8	49.4
90	2	3.0	39.2	3	2.8	52.2
89	3	4.5	43.7	4	3.7	55.9
88	3	4.5	48.2	3	2.8	58.7
87	4	6.1	54.3	6	5.5	64.2
86	2	3.0	57.3	1	.9	65.1
85	1	1.5	58.8	6	5.5	70.6
84	6	9.1	67.9	1	.9	71.5
83	3	4.5	72.4	5	4.6	76.1
82	6	9.1	81.5	5	4.6	80.7
81	2	3.0	84.5	2	1.8	82.5
80-	10	15.2	99.7	19	17.4	99.9
Number	66			109		
%iles						
75th	94			101		
50th	87			90		
25th	82			83		

TABLE 2.4.19: THIRD GRADE STATUS ON TOTAL READING TEST FOR FALL 1968 FIFTH GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN SEVEN RECEIVING SCHOOLS

Tests: Stanford Reading Test, Primary II, Form X
Grade: High 3
Total: 50 Students
Dates: May, 1967

Total Read. G.P.	No. of Pupils by Semesters of Participation 1	2	3	Total Number	Per Cent	Cumulat. Per Cent
4.0+	1			1	2.0	2.0
3.9*						
3.8						
3.7						
3.6						
3.5						
3.4						
3.3						
3.2	1			1	2.0	4.0
3.1	1			1	2.0	6.0
3.0			1	1	2.0	8.0
2.9	1	2		3	6.0	14.0
2.8	1	2	2	5	10.0	24.0
2.7	2			2	4.0	28.0
2.6	2			2	4.0	32.0
2.5	1	1		2	4.0	36.0
2.4	1	1	1	3	6.0	42.0
2.3	2			2	4.0	46.0
2.2		1		1	2.0	48.0
2.1	1		1	2	4.0	52.0
2.0	4		2	6	12.0	64.0
1.9	2		2	4	8.0	72.0
1.8	1	4	5	10	20.0	92.0
1.7		2		2	4.0	96.0
1.6						
1.5						
1.4						
1.3			1	1	2.0	98.0
1.2	1			1	2.0	100.0
1.1						
1.0						
Number	22	13	15	50		
%iles						
75th	2.7	2.8	2.4	2.7		
50th	2.4	2.2	1.9	2.1		
25th	2.0	1.8	1.8	1.8		

*Actual Grade Placement at Time of Testing

TABLE 2.4.20: FOURTH GRADE STATUS ON TOTAL READING TEST FOR FALL 1968 FIFTH GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN SEVEN RECEIVING SCHOOLS

Tests: Stanford Reading Test, Primary II, Form Y
Grade: High 4
Total: 50 Pupils
Dates: May, 1968

Total Read. G.P.	No. of Pupils By Semesters of Participation 1	2	3	Total Number	Per Cent	Cumulat. Per Cent
4.0+*	3	1		4	8.0	8.0
3.9			2	2	4.0	12.0
3.8	1			1	2.0	14.0
3.7	1	1		2	4.0	18.0
3.6	2			2	4.0	22.0
3.5		1		1	2.0	24.0
3.4						
3.3						
3.2	3			3	6.0	30.0
3.1	4			4	8.0	38.0
3.0			1	1	2.0	40.0
2.9	2	3	3	8	16.0	56.0
2.8		2	1	3	6.0	62.0
2.7	2	1	1	4	8.0	70.0
2.6	1	1	1	3	6.0	76.0
2.5		1		1	2.0	78.0
2.4			1	1	2.0	80.0
2.3			1	1	2.0	82.0
2.2						
2.1	1		2	3	6.0	88.0
2.0			1	1	2.0	90.0
1.9		1	1	2	4.0	94.0
1.8	2	1		3	6.0	100.0
1.7						
1.6						
1.5						
1.4						
1.3						
1.2						
1.1						
1.0						
Number	22	13	15	50		
%iles						
75th	3.6	2.9	2.9	3.2		
50th	3.1	2.8	2.7	2.9		
25th	2.7	2.6	2.3	2.6		

*Actual Grade Placement at Time of Testing (4.8)

TABLE 2.4.21: ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES BETWEEN THIRD GRADE (MAY 1967) AND FOURTH GRADE (MAY 1968) FOR FALL 1968 FIFTH GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN SEVEN RECEIVING SCHOOLS

Tests: Stanford Reading Test, Primary II, Form X (H3), and Form Y (H4)

Actual Change: Grade H4 Test G.P. - Grade H3 Test G.P.

Adjusted Change: $\frac{\text{Grade H3 Actual G.P.}}{\text{Grade H3 Test G.P.}}$ (Grade H4 Test G.P. - Grade H3 Test G.P.)

Score Change (G.P.)	Number of Pupils By Semesters of Participation 1 Semester Actual	 1 Semester Adjust.	 2 Semesters Actual	 2 Semesters Adjust.	 3 Semesters Actual	 3 Semesters Adjust.	Total Number Actual	Total Number Adjust.	Cumulative Per Cent Actual	Cumulative Per Cent Adjust.
+4.0										
+3.9										
+3.8										
+3.7										
+3.6										
+3.5										
+3.4										
+3.3		1						1		2.0
+3.2										
+3.1		1						1		4.0
+3.0										
+2.9										
+2.8				1				1		6.0
+2.7										
+2.6										
+2.5										
+2.4		1				1		2		10.0
+2.3		1						1		12.0
+2.2										
+2.1				2				2		16.0
+2.0		1				1		2		20.0
+1.9				1		1		2		24.0
+1.8	1	1				1	1	2	2.0	28.0
+1.7	1	1					1	1	4.0	30.0
+1.6	1	1		1			1	2	6.0	34.0
+1.5						1		1		36.0
+1.4		3				1		4		44.0
+1.3						1		1		46.0
+1.2	2	2	2			1	4	3	14.0	52.0
+1.1	2	2		1	2	1	4	4	22.0	60.0
+1.0			1	1	2		3	1	28.0	62.0
+0.9 #	1		2		1		4		36.0	
+0.8	4	1	1			1	5	2	46.0	66.0
+0.7	1	1	1	2	1	2	3	5	52.0	76.0
+0.6	3	1		1	3		6	2	64.0	80.0
+0.5	1	1				2	1	3	66.0	86.0
+0.4	1	1	2		1		4	1	74.0	88.0
+0.3	2		1	1	3		6	1	86.0	90.0
+0.2				1	1	1	1	2	88.0	94.0
+0.1			2		1		3		94.0	
0.0	1	1	1	1			2	2	98.0	98.0
-0.1										
-0.2	1						1		100.0	
-0.3										
-0.4		1						1		100.0
-0.5										
-0.6										
-0.7										
-0.8										
-0.9										
Number	22	22	13	13	15	15	50	50		
%iles										
75th	1.1	1.8	0.9	1.9	1.0	1.8	1.0	1.8		
50th	0.8	1.4	0.7	1.0	0.6	1.2	0.7	1.2		
25th	0.5	0.7	0.1	0.3	0.3	0.7	0.3	0.7		

#Elapsed Time Between Testings

TABLE 2.4.22: THIRD AND FOURTH GRADE STATUS ON TOTAL READING TEST FOR FALL 1968 FIFTH GRADE ESEA TITLE I NON-PARTICIPANTS ENROLLED IN SEVEN RECEIVING SCHOOLS

Tests:	Stanford Reading Test, Primary II, Form X	Stanford Reading Test, Primary II, Form Y
Grade:	High 3	High 4
Total:	100 Pupils	100 Pupils
Dates:	May, 1967	May, 1968

Total Read. G.P.	Third Grade May 1967 No. of Pupils	Per Cent	Cumulat. Per Cent	Fourth Grade May 1968 No. of Pupils	Per Cent	Cumulat. Per Cent
7.0+				3	3.0	3.0
6.9	1	1.0	1.0	3	3.0	6.0
6.8						
6.7	1	1.0	2.0			
6.6				3	3.0	9.0
6.5						
6.4	1	1.0	3.0	4	4.0	13.0
6.3						
6.2						
6.1				5	5.0	18.0
6.0						
5.9	1	1.0	4.0			
5.8				2	2.0	20.0
5.7	2	2.0	6.0			
5.6				7	7.0	27.0
5.5	1	1.0	7.0			
5.4				4	4.0	31.0
5.3	4	4.0	11.0			
5.2				3	3.0	34.0
5.1	3	3.0	14.0			
5.0	5	5.0	19.0	5	5.0	39.0
4.9						
4.8**	2	2.0	21.0	5	5.0	44.0
4.7	1	1.0	22.0	3	3.0	47.0
4.6	5	5.0	27.0	2	2.0	49.0
4.5	4	4.0	31.0	6	6.0	55.0
4.4	5	5.0	36.0	4	4.0	59.0
4.3	3	3.0	39.0	2	2.0	61.0
4.2	5	5.0	44.0	6	6.0	67.0
4.1	1	1.0	45.0	5	5.0	72.0
4.0	5	5.0	50.0	4	4.0	76.0
3.9*	2	2.0	52.0	3	3.0	79.0
3.8	1	1.0	53.0	1	1.0	80.0
3.7	7	7.0	60.0	3	3.0	83.0
3.6	4	4.0	64.0	2	2.0	85.0
3.5	3	3.0	67.0	1	1.0	86.0
3.4	2	2.0	69.0	1	1.0	87.0
3.3	3	3.0	72.0	1	1.0	88.0
3.2	5	5.0	77.0	1	1.0	89.0
3.1	7	7.0	84.0	4	4.0	93.0
3.0	2	2.0	86.0	2	2.0	95.0
2.9	1	1.0	87.0	1	1.0	96.0
2.8	6	6.0	93.0	1	1.0	97.0
2.7	2	2.0	95.0	2	2.0	99.0
2.6	2	2.0	97.0			
2.5-	3	3.0	100.0	1	1.0	100.0
Number	100			100		
%iles		*Actual Grade Placement at Time of Testing, Third Grade			**Actual Grade Placement at Time of Testing, Fourth Grade	
75th	4.6			5.6		
50th	4.0			4.5		
25th	3.2			4.0		

TABLE 2.4.23: ACTUAL AND ADJUSTED TOTAL READING TEST SCORE CHANGES BETWEEN THIRD GRADE (MAY 1967) AND FOURTH GRADE (MAY 1968) FOR FALL 1968 FIFTH GRADE ESEA TITLE I NON-PARTICIPANTS ENROLLED IN SEVEN RECEIVING SCHOOLS

Tests: Stanford Reading Test, Primary II, Form X (H3), and Primary II, Form Y (H4)

Actual Change: Grade H4 Test G.P. - Grade H3 Test G.P.

Adjusted Change: $\frac{\text{Grade H3 Actual G.P.}}{\text{Grade H3 Test G.P.}} \cdot$ (Grade H4 Test G.P. - Grade H3 Test G.P.

Score Change (G.P.)	Actual and Adjusted Reading Score Changes Between H3 and H4					
	Actual			Adjusted		
	Number	Per Cent	Cumulat. Per Cent	Number	Per Cent	Cumulat. Per Cent
+3.0	1	1.0	1.0	1	1.0	1.0
+2.9						
+2.8				1	1.0	2.0
+2.7						
+2.6						
+2.5						
+2.4	2	2.0	3.0	1	1.0	3.0
+2.3	2	2.0	5.0	1	1.0	4.0
+2.2						
+2.1	1	1.0	6.0			
+2.0				1	1.0	5.0
+1.9						
+1.8	4	4.0	10.0			
+1.7	1	1.0	11.0	3	3.0	8.0
+1.6	3	3.0	14.0	2	2.0	10.0
+1.5	1	1.0	15.0	5	5.0	15.0
+1.4	1	1.0	16.0	1	1.0	16.0
+1.3	2	2.0	18.0	6	6.0	22.0
+1.2	4	4.0	22.0	4	4.0	26.0
+1.1	4	4.0	26.0	7	7.0	33.0
+1.0	5	5.0	31.0	5	5.0	38.0
+0.9 #	8	8.0	39.0	5	5.0	43.0
+0.8	8	8.0	47.0	6	6.0	49.0
+0.7	7	7.0	54.0	7	7.0	56.0
+0.6	8	8.0	62.0	5	5.0	61.0
+0.5	8	8.0	70.0	7	7.0	68.0
+0.4	5	5.0	75.0	5	5.0	73.0
+0.3	4	4.0	79.0	6	6.0	79.0
+0.2	4	4.0	83.0	6	6.0	85.0
+0.1	5	5.0	88.0	2	2.0	87.0
0.0	3	3.0	91.0	3	3.0	90.0
-0.1	1	1.0	92.0	1	1.0	91.0
-0.2	2	2.0	94.0	1	1.0	92.0
-0.3	2	2.0	96.0	3	3.0	95.0
-0.4	1	1.0	97.0			
-0.5				3	3.0	98.0
-0.6	1	1.0	98.0			
-0.7				1	1.0	99.0
-0.8	2	2.0	100.0	1	1.0	100.0
Number	100			100		
%iles						
75th	1.1	#Elapsed Time Between Testings		1.2		
50th	0.7			0.7		
25th	0.4			0.3		

TABLE 2.4.24: THIRD GRADE STATUS ON TOTAL INTELLIGENCE TEST FOR FALL 1968 FIFTH GRADE ESEA TITLE I PARTICIPANTS AND NON-PARTICIPANTS ENROLLED IN SEVEN ELEMENTARY RECEIVING SCHOOLS

Tests: Lorge-Thorndike Intelligence Test, Primary 2, Form A
Grade: High 3
Total: 50 Participants and 100 Non-Participants
Dates: May, 1967

	ESEA Title I Participants			Non-Participants		
LTIT Score (IQ)	Number of Pupils	Per Cent	Cumulat. Per Cent	Number of Pupils	Per Cent	Cumulat. Per Cent
125+				4	4.0	4.0
124				2	2.0	6.0
123	1	2.0	2.0			
122				6	6.0	12.0
121						
120				2	2.0	14.0
119						
118				1	1.0	15.0
117	1	2.0	4.0	3	3.0	18.0
116				2	2.0	20.0
115				3	3.0	23.0
114						
113				7	7.0	30.0
112						
111	1	2.0	6.0	4	4.0	34.0
110						
109				5	5.0	39.0
108						
107				3	3.0	42.0
106	1	2.0	8.0	5	5.0	47.0
105				1	1.0	48.0
104	2	4.0	12.0	3	3.0	51.0
103	1	2.0	14.0	5	5.0	56.0
102				3	3.0	59.0
101				4	4.0	63.0
100	1	2.0	16.0	3	3.0	66.0
99				2	2.0	68.0
98	1	2.0	18.0	2	2.0	70.0
97	5	10.0	28.0	2	2.0	72.0
96	2	4.0	32.0	3	3.0	75.0
95	3	6.0	38.0			
94	2	4.0	42.0	2	2.0	77.0
93				1	1.0	78.0
92	4	8.0	50.0	2	2.0	80.0
91	4	8.0	58.0	5	5.0	85.0
90				2	2.0	87.0
89	1	2.0	60.0	2	2.0	89.0
88				1	1.0	90.0
87	2	4.0	64.0	1	1.0	91.0
86	1	2.0	66.0			
85				1	1.0	92.0
84	2	4.0	70.0	1	1.0	93.0
83	2	4.0	74.0	1	1.0	94.0
82	2	4.0	78.0	2	2.0	96.0
81						
80-	11	22.0	100.0	4	4.0	100.0
Number	50			100		
%iles						
75th	97			113		
50th	92			104		
25th	82			96		

TABLE 2.4.25: **THIRD GRADE STATUS ON TOTAL READING TEST FOR SPRING 1966 THIRD GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN ELEMENTARY SCHOOLS**

Tests: Stanford Reading Test, Primary II, Form W
Grade: High 3
Total: 204 Pupils
Dates: May, 1966

Total Read. G.P.	No. of Pupils By Semesters of Participation						Total Number	Per Cent	Cumulat. Per Cent
	1	2	3	4	5	6			
6.0+									
5.9									
5.8									
5.7									
5.6									
5.5									
5.4									
5.3									
5.2									
5.1									
5.0									
4.9									
4.8									
4.7									
4.6									
4.5									
4.4									
4.3									
4.2									
4.1									
4.0	1						1	.5	.5
3.9*									
3.8									
3.7									
3.6									
3.5	1						1	.5	1.0
3.4									
3.3	2						2	1.0	2.0
3.2	1		1				2	1.0	3.0
3.1			1				1	.5	3.5
3.0	4		2		1	1	8	3.9	7.4
2.9			1			1	2	1.0	8.4
2.8	3	1	3	1			8	3.9	12.3
2.7	2	1	1		1	1	6	2.9	15.2
2.6	3				1	2	6	2.9	18.1
2.5	1	2	2	2	2	1	10	4.9	23.0
2.4	2	2		3	3	4	14	6.8	29.8
2.3	2	1	2	3	1		9	4.4	34.2
2.2	1	1		2		5	9	4.4	38.6
2.1	1	2	3	2	1	1	10	4.9	43.5
2.0	4	1	2	6	4	9	26	12.7	56.2
1.9	7	1	6	5	2	2	23	11.2	67.4
1.8	9	4	6	5	8	8	40	19.5	86.9
1.7	4	2	3	5	3		17	8.7	95.6
1.6		2				1	3	1.5	97.1
1.5	2			1		3	6	2.9	100.0
1.4									
1.3									
1.2									
1.1									
1.0									
Number	49	21	33	35	27	39	204		
%iles									
75th	2.7	2.5	2.8	2.3	2.4	2.4	2.4		
50th	2.0	2.1	2.0	2.0	2.0	2.0	2.0		
25th	1.8	1.8	1.8	1.8	1.8	1.8	1.8		

*Actual Grade Placement at Time of Testing

TABLE 2.4.26: SIXTH GRADE STATUS ON TOTAL READING TEST FOR SPRING 1966 THIRD GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN ELEMENTARY SCHOOLS

Tests: Stanford Reading Test, Intermediate II, Form W
Grade: Low 6
Total: 204 Pupils
Dates: October, 1968

Total Read. G.P.	No. of Pupils By Semesters of Participation 1	2	3	4	5	6	Total Number	Per Cent	Cumulat. Per Cent
6.0+*	1						1	.5	.5
5.9	1						1	.5	1.0
5.8									
5.7	1						1	.5	1.5
5.6									
5.5									
5.4					1		1	.5	2.0
5.3			1				1	.5	2.5
5.2									
5.1			1				1	.5	3.0
5.0	3						3	1.5	4.5
4.9						1	1	.5	5.0
4.8				1			1	.5	5.5
4.7	3	1		1	2		7	3.4	8.9
4.6	3	1				1	5	2.5	11.4
4.5	1		1				2	1.0	12.4
4.4	2	1	1	2	2	3	11	5.4	17.8
4.3	2		1	1			4	2.0	19.8
4.2	3	4	1	1	2	5	16	7.8	27.6
4.1	2	2	3	2	1	2	12	5.9	33.5
4.0	4		2	1	2	2	11	5.4	38.9
3.9	3	2	2	7	4	5	23	11.2	50.1
3.8		1	1	2	2	1	7	3.4	53.5
3.7	1	1	2	1		1	6	2.9	56.4
3.6	4	1	1	1		3	10	4.9	61.3
3.5	2	2	4	1	3	2	14	6.8	68.1
3.4	2	2		2	1		7	3.4	71.5
3.3			1	2		1	4	2.0	73.5
3.2	2		1		2	1	6	2.9	76.4
3.1	1				1	2	4	2.0	78.4
3.0	4		5	3		4	16	7.8	86.2
2.9	2	1	2	3	1	1	10	4.9	91.1
2.8	1	1		1	1	1	5	2.5	93.6
2.7			2	2	1	1	6	2.9	96.5
2.6				1			1	.5	97.0
2.5		1				1	2	1.0	98.0
2.4	1						1	.5	98.5
2.3									
2.2									
2.1						1	1	.5	99.0
2.0			1		1		2	1.0	100.0
1.9									
1.8									
1.7									
1.6									
1.5									
1.4									
1.3									
1.2									
1.1									
1.0									
Number	49	21	33	35	27	39	204		
%iles									
75th	4.6	4.2	4.1	4.0	4.2	4.2	4.2		
50th	4.0	3.9	3.6	3.8	3.9	3.8	3.9		
25th	3.4	3.5	3.0	3.0	3.2	3.1	3.2		

*Actual Grade Placement at Time of Testing - (6.1)

TABLE 2.4.27: ACTUAL AND ADJUSTED READING TEST SCORE CHANGES BETWEEN THIRD GRADE (MAY, 1966) AND SIXTH GRADE (OCTOBER, 1968) FOR SPRING 1966 THIRD GRADE ESEA TITLE I PARTICIPANTS

Tests: Stanford Reading Test, Primary II, Form W (H3), Inter. II, Form W (L6)

Actual Change: Grade L6 Test G.P. - Grade H3 Test G.P.

Adjusted Change: $\frac{\text{Grade H3 Actual G.P.}}{\text{Grade H3 Test G.P.}}$ (Grade L6 Test G.P. - Grade H3 Test G.P.)

Score Change (G.E.)	Number of Pupils by Semesters of Participation												Total Number		Cumulative Per Cent	
	1 Sem.		2 Sem.		3 Sem.		4 Sem.		5 Sem.		6 Sem.					
	Act.	Adj.	Act.	Adj.	Act.	Adj.	Act.	Adj.	Act.	Adj.	Act.	Adj.	Act.	Adj.	Act.	Adj.
+5.1+		3		2		2		4		4		3		18		8.8
+5.0		2										2		4		10.7
+4.9										1		1		2		11.7
+4.8		1						1						2		12.7
+4.7		2										1		3		14.2
+4.6		2		1		1								4		16.1
+4.5		1		1		2				2		2		8		20.1
+4.4		2												2		21.1
+4.3																
+4.2												1		1		21.6
+4.1																
+4.0		1		3		1		4				2		11		26.9
+3.9		1								1				2		27.9
+3.8		2		1				1		2				6		30.8
+3.7								1		1		2		4		32.7
+3.6		2		1		1		1				1		6		35.6
+3.5						1		1						2		36.6
+3.4		2		1		1		2				1		7		40.0
+3.3	1	1						1		1		1	1	4	0.5	41.9
+3.2					1	1		1		4		3	1	9	1.0	46.3
+3.1	1	1		1								1	1	3	1.5	47.8
+3.0			1					1		1			1	2	2.0	48.8
+2.9		2		1		1				1	1	1	1	6	2.5	51.7
+2.8		3		1		3		2			1		1	9	3.0	56.1
+2.7						1	1			1			1	2	3.5	57.1
+2.6	1	5		1		1	1	3	1	1	1	3	4	14	5.4	64.0
+2.5	1						1	1			2	1	4	2	7.3	65.0
+2.4	2		1			1	1	2	3	1		2	7	6	10.7	67.9
+2.3	5	2			1			1	2		1	1	9	4	15.1	69.8
+2.2#	2	1		1		2	1	1	1		1		5	5	17.6	72.3
+2.1	1	3	3	1	4		1		3		4	1	16	5	25.3	74.8
+2.0	3	2	1	2	1	2	4	1	2		3	1	14	8	32.2	78.8
+1.9	2		1			1	2	2	2	1	2	1	9	5	36.6	81.3
+1.8	1	2	1		1	1	2	1			1		6	4	39.5	83.2
+1.7	7	1	4		4		2	1	2			1	19	3	48.7	84.7
+1.6	3	1	1		1	2	4		1		4		14	3	55.6	86.2
+1.5	5	2	1		2	1	1		1	1	2		12	4	61.5	88.1
+1.4	2		1		2				2		2		9		59.9	
+1.3	3		1	1		1	5				1		10	2	70.8	89.1
+1.2	2		2		4	1	2			1	4	1	14	3	77.7	90.6
+1.1	2		1		2		1		1			1	7	1	81.1	91.1
+1.0		1			1	2	1	1	1		2	1	5	5	83.6	93.6
+0.9	2				3	1	2		1		1		9	1	88.0	94.1
+0.8				2		1	1			1	1		2	4	89.0	96.0
+0.7	1				2				1	2	1		5	2	91.5	97.0
+0.6	1				2		1				1		5		94.0	
+0.5			1		1	1			1				3	1	95.5	97.5
+0.4			1						1				2		96.5	
+0.3								1	1			1	1	2	97.0	98.5
+0.2					1		1				1		3		98.5	
+0.1																
0.0	1	1											1	1	99.0	99.0
-0.1											2	2	2	2	100.0	100.0
Number	49	49	21	21	33	33	35	35	27	27	39	39	204	204		
75th%ile	2.2	4.4	2.1	4.0	1.8	3.5	2.0	4.0	2.2	4.5	2.1	4.5	2.1	4.0		
50th%ile	1.7	2.9	1.7	3.1	1.4	2.4	1.6	3.0	1.9	3.2	1.6	3.2	1.6	2.9		
25th%ile	1.4	2.1	1.3	2.1	0.9	1.6	1.2	2.3	1.1	2.4	1.2	2.1	1.2	2.1		

#Elapsed Time Between Testings

TABLE 2.4.28: **THIRD GRADE STATUS ON TOTAL INTELLIGENCE TEST FOR SPRING 1966 THIRD GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN ELEMENTARY SCHOOLS**

Tests: Otis Quick-Scoring Mental Ability Test, Alpha Form A
Grade: High 3
Total: 184 Pupils
Dates: May, 1966

OTIS Score (IQ)	No. of Pupils By Semesters of Participation 1	2	3	4	5	6	Total Number	Per Cent	Cumulat. Per Cent
120+	1				1		2	1.1	1.1
119									
118						1	1	.5	1.6
117									
116									
115									
114	1						1	.5	2.1
113									
112	1						1	.5	2.6
111									
110	1						1	.5	3.1
109									
108	1			1			2	1.1	4.2
107			1			1	2	1.1	5.3
106									
105	1			1	1		3	1.6	6.9
104									
103	1	1	3	1		2	8	4.4	11.3
102									
101		1	1	1		2	5	2.7	14.0
100	4		1	1	1		7	3.8	17.8
99									
98	1	1	2	3		4	11	6.0	23.8
97	1		4	2			7	3.8	27.6
96									
95	1	1			5	1	8	4.4	32.0
94	2	1	3	1		4	11	6.0	38.0
93									
92	1	2	2	1		2	8	4.4	42.4
91	3	2	1	1	2	1	10	5.5	47.9
90									
89	1	1	1	3		2	8	4.4	52.3
88	4	1	2	1	3	1	12	6.5	58.8
87	3	2	1	2	1	3	12	6.5	65.3
86	2			2	1	1	6	3.3	68.6
85	2			4	1	4	11	6.0	74.6
84		1	2			2	5	2.7	77.3
83	1		1		3	2	7	3.8	81.1
82	1	2		3		1	7	3.8	84.9
81	1			1		2	4	2.2	87.1
80	2			2	1		5	2.7	89.8
79	1						1	.5	90.3
78	1	1	1		1		4	2.2	92.5
77			1				1	.5	93.0
76			2	2	2		6	3.3	96.3
75		1		2		1	4	2.2	98.5
74									
73			1				1	.5	99.0
72	1						1	.5	99.5
71	1						1	.5	100.0
70-									
Number	41	18	30	35	23	37	184		
%iles									
75th	100	94	98	97	95	98	97		
50th	89	91	94	87	88	89	89		
25th	85	84	84	82	83	85	84		

TABLE 2.4.29: SIXTH GRADE STATUS ON TOTAL INTELLIGENCE TEST FOR SPRING 1966 THIRD GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN ELEMENTARY SCHOOLS

Tests: Lorge-Thorndike Intelligence Test, Form D
Grade: Low 6
Total: 184 Pupils
Dates: October, 1968

LTIT Score (IQ)	No. of Pupils by Semesters of Participation 1	2	3	4	5	6	Total Number	Per Cent	Cumulat. Per Cent
120+									
119									
118									
117						1	1	.5	.5
116									
115	1						1	.5	1.0
114									
113									
112									
111	1						1	.5	1.5
110	1						1	.5	2.0
109				2			2	1.1	3.1
108									
107									
106									
105				1			1	.5	3.6
104	1			1	1		3	1.6	5.2
103	1						1	.5	5.7
102	3						3	1.6	7.3
101		1					1	.5	7.8
100	2			1			3	1.6	9.4
99	2						2	1.1	10.5
98		1		1			2	1.1	11.6
97	2	1					3	1.6	13.2
96	1					1	2	1.1	14.3
95	1		1			1	3	1.6	15.9
94	1		2	1		1	5	2.7	18.6
93		1		2	2	1	6	3.3	21.9
92		1	1	1	1		4	2.2	24.1
91			2		1		3	1.6	25.7
90	1		2	1	1	1	6	3.3	29.0
89		1	2		1	2	6	3.3	32.3
88	2	1	2	1	1		7	3.8	36.1
87	3		1	2	1	3	10	5.5	41.6
86	2	1	2	1	3	2	11	6.0	47.6
85			2	2	1	3	8	4.4	52.0
84	4			1		2	7	3.8	55.8
83	2	2	4	3		3	14	7.7	63.5
82	2	1	1	2		3	9	4.9	68.4
81	2	1				2	5	2.7	71.1
80	1		2	3	1	1	8	4.4	75.5
79	2		2		2	1	7	3.8	79.3
78		1		2		1	4	2.2	81.5
77		1	1	1	2		5	2.7	84.2
76		1	1	1	2	2	7	3.8	88.0
75		1	1		1	1	4	2.2	90.2
74				5		1	6	3.3	93.5
73	2						2	1.1	94.6
72					1	2	3	1.6	96.2
71	1				1		2	1.1	97.3
70-		2	1			2	5	2.7	100.0
Number	41	18	30	35	23	37	184		
%iles									
75th	100	92	90	93	90	87	91		
50th	87	83	86	84	86	83	85		
25th	83	77	80	78	77	79	80		

TABLE 2.4.30: TOTAL INTELLIGENCE TEST SCORE CHANGES BETWEEN THIRD GRADE (MAY 1966) AND SIXTH GRADE (OCT.1968) FOR SPRING 1966 THIRD GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN ELEMENTARY SCHOOLS

Tests: Otis Quick-Scoring Mental Ability Tests, Alpha Form A (H3), and Lorge-Thorndike Intelligence Test, Form D (L6)
Grade: H3 - L6
Total: 184 Students
Dates: May, 1966, and October, 1968

Score Change I.Q.	No. of Students By Semesters of Participation 1	2	3	4	5	6	Total Number	Per Cent	Cumulat. Per Cent
+15+	2					1	3	1.6	1.6
+14	2				1		3	1.6	3.2
+13									
+12			1		1		2	1.1	4.3
+11	1			1			2	1.1	5.4
+10	1		1				2	1.1	6.5
+ 9		1	2	1			4	2.2	8.7
+ 8	2	1		2	1	1	7	3.8	12.5
+ 7	2			1	1	1	5	2.7	15.2
+ 6		1	2	2		1	6	3.3	18.5
+ 5	1			1			2	1.1	19.6
+ 4	1		1				2	1.1	20.7
+ 3	3			2	1		6	3.3	24.0
+ 2	2		1	2		1	6	3.3	27.3
+ 1	4		1		2	2	9	4.9	32.2
0	2	1					3	1.6	33.8
- 1	1	1	2	4		1	9	4.9	38.7
- 2	1		1	1	3		6	3.3	42.0
- 3	1	1	1	1		1	5	2.7	44.7
- 4	1	1		2	1	1	6	3.3	48.0
- 5		2	2	3		5	12	6.5	54.5
- 6	1	1	1	3	1		7	3.8	58.3
- 7	2	1	1			3	7	3.8	62.1
- 8		1		2	1		4	2.2	64.3
- 9	1	1	1	2	1	1	7	3.8	68.1
-10				1		2	3	1.6	69.7
-11		2	1		3	2	8	4.3	74.0
-12	3			1	1	2	7	3.8	77.8
-13			1	1		3	5	2.7	80.5
-14	2		1			1	4	2.2	82.7
-15			2	2	1	1	6	3.3	86.0
-16	1					2	3	1.6	87.6
-17		3	1				4	2.2	89.8
-18	1				2	1	4	2.2	92.0
-19	2		1			2	5	2.7	94.7
-20-	1		5		2	2	10	5.4	100.1
Number	41	18	30	35	23	37	184		
%iles									
75th	+ 7	0	+ 2	+ 3	+ 1	- 3	+ 2		
50th	+ 1	- 5	- 5	- 3	- 6	- 7	- 5		
25th	- 7	-11	-15	- 6	-11	-13	-12		

TABLE 2.5.1: **ELEMENTARY PRINCIPALS' OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES**

Data based on information from principals of intensive service schools and comparison schools

	Plan A Schools		Plan B Schools		Comparison Schools		Total	
	Per Cent of Principals Responding							
No. of Principals	Pre (4)	Post (5)	Pre (3)	Post (4)	Pre (5)	Post (5)	Pre (12)	Post (14)
1. TO WHAT EXTENT HAS THE TOTAL ESEA PROGRAM AT YOUR SCHOOL PROVIDED OPPORTUNITIES FOR THE TEACHERS:								
a. To create an environment conducive to pupil learning?								
A great deal	50%	60%	67%	50%	40%	40%	50%	50%
Some	25	40	33	50	40	40	33	43
Little	25				20		17	
Not at all								
Not applicable or no change needed						20		7
b. To stimulate pupil interest and curiosity?								
A great deal	50	40	67	50	60	60	58	50
Some	25	60		50	40	20	25	43
Little	25		33				17	
Not at all								
Not applicable or no change needed						20		7
c. To plan and develop innovative teaching methods?								
A great deal	50	80	33	50	20		33	43
Some	25	20	67	50	40	80	42	50
Little					40		17	
Not at all	25						8	
Not applicable or no change needed						20		7
d. To plan and develop effective instructional materials?								
A great deal	25	80		50	20		17	43
Some	50	20	100	50	40	60	58	43
Little	25				40	20	25	7
Not at all								
Not applicable or no change needed						20		7
e. To increase pupil motivation and interest in reading and language?								
A great deal	25	40	67	50	40	40	42	43
Some	50	60	33	50	40	40	42	50
Little	25				20		16	
Not at all								
Not applicable or no change needed						20		7
f. To be assisted in understanding pupils' behavior?								
A great deal	25	20	67	25			25	14
Some		80	33	75	60	20	33	58
Little	75				40	40	42	14
Not at all								
Not applicable or no change needed						40		14

TABLE
2.5.1:
(Continued)

ELEMENTARY PRINCIPALS' OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

Per Cent of Principals Responding

	Plan A Schools		Plan B Schools		Comparison Schools		Total	
No. of Principals	Pre (4)	Post (5)	Pre (3)	Post (4)	Pre (5)	Post (5)	Pre (12)	Post (14)
1. TO WHAT EXTENT HAS THE TOTAL ESEA PROGRAM AT YOUR SCHOOL PROVIDED OPPORTUNITIES FOR THE TEACHERS: (continued)								
g. To develop in students desirable standards of behavior and a respect for others?								
A great deal	%	40%	33%	50%	%	%	8%	29%
Some	25	40	67	50	60	60	50	50
Little	50						17	
Not at all	25				20		17	
Not applicable or no change needed		20			20	40	8	21
h. To raise the achievement levels of the pupils?								
A great deal	25	60		25	20	40	17	43
Some	25	40	100	50	60	60	59	50
Little				25	20		8	7
Not at all	25						8	
No answer	25						8	
i. To improve classroom control and management?								
A great deal	25	20	33	25			17	14
Some	25	60	67	50	60	60	50	57
Little	25			25	40		25	7
Not at all	25						8	
Not applicable or no change needed		20				40		22
j. To share among staff members improved techniques for reading and language development?								
A great deal	50	60	33		40		42	22
Some	25	40	67	100	40	60	42	64
Little					20	40	8	14
Not at all	25						8	
k. To examine, evaluate and select the best new materials?								
A great deal	25	80		25	20	20	17	43
Some			100	75	40	60	42	43
Little	50	20			40	20	33	14
Not at all	25						8	
l. To diagnose pupils' academic needs?								
A great deal		80	67	25		20	17	43
Some	25	20	33	50	60	60	42	43
Little	75			25	20	20	33	14
Not at all					20		8	
m. To use equipment (recorders, tapes, listening centers, etc.) more effectively?								
A great deal	50	80	34	25	40	60	42	57
Some	25	20	33	50	40	20	33	29
Little			33	25	20	20	17	14
Not at all	25						8	

TABLE
2.5.1: **ELEMENTARY PRINCIPALS' OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES**
(Continued)

	Per Cent of Principals Responding							
	Plan A Schools		Plan B Schools		Comparison Schools		Total Total	
No. of Principals	Pre (4)	Post (5)	Pre (3)	Post (4)	Pre (5)	Post (5)	Pre (12)	Post (14)
1. TO WHAT EXTENT HAS THE TOTAL ESEA PROGRAM AT YOUR SCHOOL PROVIDED OPPORTUNITIES FOR THE TEACHER: (continued)								
n. To better understand the environment of the culturally disadvantaged?								
A great deal	25%	60%	67%	50%	40%	%	42%	36%
Some	25	40	33	25	20	40	25	36
Little	50			25	40	40	33	21
Not applicable or no change needed						20		7
o. To develop interest in using community resources, guest speakers, enrichment trips, etc.?								
A great deal	25	60	67	50	20	20	33	43
Some	75	20	33	25	40	60	50	36
Little		20		25	40	20	17	21
p. To develop empathy toward persons from different cultural backgrounds?								
A great deal	50	40	100	50	20		50	29
Some	25	40		25	40	40	25	36
Little	25	20		25	40	20	25	21
Not applicable or no change needed						40		14
2. IN CONSIDERING YOUR CLASSROOM TEACHERS AS A WHOLE, HOW MUCH OF A PROBLEM IS EACH OF THE FOLLOWING FACTORS:								
a. Provision for individual differences among pupils?								
A great deal	75	20	33		40		50	7
Some	25	80	67	75	20	40	34	65
Little				25	20		8	7
Not at all					20	40	8	14
Not applicable or no change needed						20		7
b. Motivation of pupils, getting them interested and participating?								
A great deal	75	40	33		60	40	58	29
Some	25	60	67	50		20	25	43
Little				25	40	20	17	14
Not at all				25		20		14
c. Curriculum better suited to pupils?								
A great deal	75	20	34	25	60	20	59	22
Some	25	60	33	25	20	40	25	43
Little		20	33			20	8	14
Not at all				50	20		8	14
Not applicable or no change needed						20		7

TABLE 2.5.1: (Continued)

ELEMENTARY PRINCIPALS' OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Principals Responding							
	Plan A Schools		Plan B Schools		Comparison Schools		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
No. of Principals	(4)	(5)	(3)	(4)	(5)	(5)	(12)	(14)
2. IN CONSIDERING YOUR CLASSROOM TEACHERS AS A WHOLE, HOW MUCH OF A PROBLEM IS EACH OF THE FOLLOWING FACTORS:								
d. Materials better suited to pupils?								
A great deal	75%	20%	34%	%	60%	20%	59%	14%
Some	25	80	33	50	20	20	25	50
Little					20	40	8	14
Not at all			33	50			8	14
Not applicable or no change needed						20		8
e. Lack of flexibility in the program?								
A great deal	25	40					8	14
Some	50	40	34	25	40		42	21
Little			33	50	20	20	17	21
Not at all	25	20	33	25	40	60	33	36
Not applicable or no change needed						20		8
f. Evaluation of pupil performance and assignment of grades?								
A great deal		20			20		8	7
Some	50	60	33	25	20	40	33	43
Little	25	20	67	50	40	40	42	29
Not at all	25			25	20		17	14
Not applicable						20		7
g. Interruptions of classroom routine?								
A great deal	25		33	25			17	7
Some	75	80		25	40	40	42	50
Little			67	25	40	20	33	14
Not at all		20		25	20	40	8	29
h. Maintenance of discipline and control within the classroom?								
A great deal	50	20	34		40		42	7
Some		40	33	75	20	60	17	57
Little	50	20	33	25	20	20	33	22
Not at all		20			20	20	8	14
i. Supplies, instructional materials or special services when needed?								
A great deal	25	20		25	40		25	15
Some	75	40	67	50	40	40	59	43
Little		20			20	40	8	21
Not at all		20	33	25		20	8	21
3. BECAUSE OF THE ESEA PROGRAM HAS THERE BEEN ANY IMPROVEMENT IN THE OPPORTUNITIES OF PUPILS:								
a. To have cultural and enrichment contacts?								
A great deal	25	40	33	25	40	40	33	36
Some	75	60	67	75	60	60	67	64
Little								

TABLE 2.5.1: (Continued) **ELEMENTARY PRINCIPALS' OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES**

Per Cent of Principals Responding

	Plan A Schools		Plan B Schools		Comparison Schools		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
No. of Principals	(4)	(5)	(3)	(4)	(5)	(5)	(12)	(14)
3. **BECAUSE OF THE ESEA PROGRAM HAS THERE BEEN ANY IMPROVEMENT IN THE OPPORTUNITIES OF PUPILS:** (continued)								
b. To become aware of opportunities for educational and economic betterment?								
A great deal	25%	%	67%	%	20%	20%	33%	7%
Some	50	80	33	75	40	40	42	64
Little		20		25	40	40	17	29
Not at all	25						8	
c. To share enriching experiences with children of other races, nationalities, and socio-economic backgrounds?								
A great deal	25	60			20		17	21
Some	25	20	67	50	40	60	41	43
Little		20	33	25	40	40	25	29
Not at all	50						17	
Not applicable or no change needed .				25				7
d. To be exposed to materials which illustrate the many contributions of minority groups?								
A great deal	25	40	33				17	14
Some	25	40	67	75	40	80	41	64
Little		20		25	60	20	25	22
Not at all	50						17	
4. HAVE YOU OBSERVED IMPROVEMENT WHICH MIGHT BE ATTRIBUTED TO THE ESEA PROGRAM IN THE BEHAVIORS OF THE PUPILS WITH RESPECT TO:								
a. School attendance?								
A great deal	25	40					8	14
Some	50		67	25	60	20	59	14
Little		20		50	20	20	8	29
Not at all	25	20	33			20	17	14
Not applicable or no change needed .		20		25	20	40	8	29
b. Major discipline problems (fighting, defiance, etc.)?								
A great deal	50	20					17	7
Some	25	20		25	40	20	25	21
Little		40	67	25	40	20	33	29
Not at all	25		33	25		20	17	14
Not applicable or no change needed .		20		25	20	40	8	29
c. Minor infractions of classroom rules?								
A great deal	25	20					8	7
Some	50	40	67	75	20	20	42	43
Little					60	20	25	7
Not at all	25	20	33			20	17	14
Not applicable or no change needed .		20		25	20	40	8	29

TABLE 2.5.1: (Continued)

ELEMENTARY PRINCIPALS' OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Principals Responding							
	Plan A Schools		Plan B Schools		Comparison Schools		Total	
No. of Principals	Pre (4)	Post (5)	Pre (3)	Post (4)	Pre (5)	Post (5)	Pre (12)	Post (14)
4. HAVE YOU OBSERVED IMPROVEMENT WHICH MIGHT BE ATTRIBUTED TO THE ESEA PROGRAM IN THE BEHAVIORS OF THE PUPILS WITH RESPECT TO: (continued)								
d. All-round citizenship?								
A great deal	50%	20%	%	%	%	%	17%	7%
Some	25	40	67	50	20	20	33	36
Little				25	80	40	33	21
Not at all	25	20	33				17	7
Not applicable or no change needed .		20		25		40		29
e. Attitudes toward school?								
A great deal	50	40	67	25		40	33	21
Some	25	20	33	50	60	20	42	36
Little				25	40		17	14
Not at all	25	20					8	8
Not applicable or no change needed .		20				40		21
f. Willingness to ask for help?								
A great deal		20	33		20		17	8
Some	50	60	67	100	60	40	58	64
Little	25				20	40	17	14
Not at all	25						8	
Not applicable or no change needed .		20				20		14
g. Interest in school?								
A great deal	25	60	33	25			17	29
Some	50	20	67	50	60	60	59	43
Little				25	20		8	7
Not at all	25						8	
Not applicable or no change needed .		20			20	40	8	21
h. Academic achievement?								
A great deal	25	40	34	25	20		25	22
Some	50	40	33	25	60	100	50	57
Little			33	50	20		17	14
Not at all	25						8	
Not applicable or no change needed .		20						7
i. Enjoyment of school?								
A great deal	25	40	33	50	20		25	29
Some	50	40	67	50	60	80	59	57
Little					20		8	
Not at all	25						8	
Not applicable or no change needed .		20				20		14
5. DO THE PUPILS OF VARIOUS ETHNIC AND ECONOMIC BACKGROUNDS WORK AND PLAY TOGETHER AT YOUR SCHOOL?								
A great deal	50	40	34	25	80	60	59	43
Some			33	25		40	8	21
Little				25	20		8	7
Not at all	50						17	
Not applicable or no change needed .		40	33	25			8	22
No answer		20						7

TABLE
2.5.1:
(Continued)

ELEMENTARY PRINCIPALS' OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Principals Responding							
	Plan A Schools		Plan B Schools		Comparison Schools		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
No. of Principals	(4)	(5)	(3)	(4)	(5)	(5)	(12)	(14)
6. OF WHAT VALUE HAS THE ESEA PROGRAM BEEN TO YOUR SCHOOL?								
A great deal	50%	80%	33%	75%	60%	60%	50%	71%
Some	25	20	67	25	40	40	42	29
Little								
Not at all	25						8	
7. ARE ESEA PROGRAM FUNDS EXPENDED IN YOUR SCHOOL AS YOU FEEL THEY SHOULD BE?								
A great deal	25	60	33	50	20	20	25	43
Some	25	20	67	25	20	60	33	36
Little	25				20		17	
Not at all	25				20		17	
Not applicable or no change needed					20	20	8	7
No answer		20		25				14
8. IN GENERAL DO YOU EXPECT MORE IMPROVEMENT IN THE PUPILS THAN MIGHT BE NORMALLY EXPECTED BECAUSE OF THE ESEA PROGRAM?								
A great deal	75	60	34	25	40	40	50	43
Some	25	20	33	75	40	60	33	50
Little			34		20		17	
No answer		20						7
9. HOW HAS THE ESEA PROGRAM IMPROVED SCHOOL DISCIPLINE AND MORALE?								
A great deal	50	60		25	40		33	29
Some	25	40	100	50	20	60	43	50
Little					20		8	
Not at all	25			25			8	7
Not applicable or no change needed					20	40	8	14

TABLE 2.5.2: ELEMENTARY TEACHER OPINION SURVEY OF ESEA TITLE I SERVICES

Data based on information offered by classroom teachers in nine intensive elementary schools (Pre-Survey - November, 1968; Post-Survey, May, 1969)

	Per Cent of Teachers Responding					
	Plan A Schools		Plan B Schools		Total	
	Pre	Post	Pre	Post	Pre	Post
No. of Teachers	(124)	(144)	(50)	(58)	(174)	(202)
1. IN THINKING OF YOUR CLASSROOM SITUATION, TO WHAT EXTENT HAS THE ESEA PROGRAM PROVIDED OPPORTUNITIES:						
a. To create an environment conducive to pupil learning?						
A great deal	25%	27%	44%	34%	30%	29%
Some	41	47	32	53	39	49
Little	11	11	10	9	11	10
Not at all	7	5	2	3	5	4
Not applicable or no change needed	6	1			4	
No answer	10	9	12	1	11	8
b. To stimulate pupil interest and curiosity?						
A great deal	29	26	48	41	35	31
Some	43	45	38	49	42	46
Little	14	17	12	10	13	15
Not at all	6	5	2		5	3
Not applicable or no change needed	5	1			3	
No answer	3	6			2	5
c. To plan and develop innovative teaching methods?						
A great deal	30	32	24	40	28	34
Some	36	33	58	44	43	36
Little	13	17	6	10	11	15
Not at all	11	11	8	4	10	9
Not applicable or no change needed	6		2	2	5	
No answer	4	7	2		3	6
d. To plan and develop effective instructional materials?						
A great deal	30	35	28	41	29	37
Some	32	33	48	49	36	38
Little	15	14	10	6	14	11
Not at all	14	10	8	3	12	8
Not applicable or no change needed	5		2	1	4	
No answer	4	8	4		5	6
e. To be assisted in understanding pupils' behavior?						
A great deal	14	13	20	18	16	14
Some	33	28	34	48	32	35
Little	19	37	28	24	22	33
Not at all	20	13	12	10	18	12
Not applicable or no change needed	9	1	4		8	
No answer	5	8	2		4	6
f. To be assisted with the development of plans or programming for pupils in my class?						
A great deal	19	18	18	16	18	17
Some	36	38	36	47	36	41
Little	22	19	28	21	24	19
Not at all	18	16	18	9	18	14
Not applicable or no change needed	4	2		6	3	3
No answer	4	7		1	3	6

TABLE 2.5.2: (Continued)

ELEMENTARY TEACHER OPINION SURVEY OF ESEA TITLE I SERVICES

	Per Cent of Teachers Responding					
	Plan A Schools		Plan B Schools		Total	
	Pre	Post	Pre	Post	Pre	Post
No. of Teachers	(124)	(144)	(50)	(68)	(174)	(212)
1. IN THINKING OF YOUR CLASSROOM SITUATION, TO WHAT EXTENT HAS THE ESEA PROGRAM PROVIDED OPPORTUNITIES: (continued)						
g. To diagnose pupils' academic needs?						
A great deal	13%	10%	14%	9%	13%	10%
Some	27	32	38	43	30	35
Little	27	22	26	35	27	26
Not at all	20	20	18	10	19	17
Not applicable or no change needed	8	5	4	1	6	4
No answer	5	11		2	5	8
h. To improve classroom control and management?						
A great deal	15	8	10	12	14	9
Some	23	24	40	35	28	28
Little	15	26	22	26	17	26
Not at all	32	24	26	21	30	23
Not applicable or no change needed	10	6	2	3	7	5
No answer	5	12		3	4	9
i. To work with selected students who need remedial help?						
A great deal	25	27	38	40	29	31
Some	31	31	46	38	35	33
Little	16	17	12	15	15	16
Not at all	20	18	2	4	15	14
Not applicable or no change needed	5	1	2	1	3	1
No answer	3	6		2	3	5
j. To work with selected students who need enrichment activities?						
A great deal	15	17	22	22	17	19
Some	30	27	30	47	30	33
Little	20	19	18	15	20	18
Not at all	23	24	14	10	21	20
Not applicable or no change needed	9	2	12	4	9	3
No answer	3	11	4	2	3	7
k. To provide more meaningful oral language usage?						
A great deal	24	16	48	40	31	24
Some	31	42	32	43	31	42
Little	23	23	8	9	19	18
Not at all	14	11	10	6	12	9
Not applicable or no change needed	6	1	2	2	5	2
No answer	12	7			2	5
l. To develop in students desirable standards of behavior and a respect for others?						
A great deal	12	8	10	9	12	8
Some	26	28	36	35	29	31
Little	23	33	24	29	24	32
Not at all	23	17	20	22	22	20
Not applicable or no change needed	11	6	8	1	9	4
No answer	5	8	2	4	4	5

TABLE
2.5.2:
(Continued)

ELEMENTARY TEACHER OPINION SURVEY OF ESEA TITLE I SERVICES

	Per Cent of Teachers Responding					
	Plan A Schools		Plan B Schools		Total	
	Pre	Post	Pre	Post	Pre	Post
No. of Teachers	(124)	(144)	(50)	(68)	(174)	(212)
1. IN THINKING OF YOUR CLASSROOM SITUATION, TO WHAT EXTENT HAS THE ESEA PROGRAM PROVIDED OPPORTUNITIES: (continued)						
m. To raise the achievement level of the pupils?						
A great deal	18%	16%	30%	18%	21%	17%
Some	45	49	52	62	47	53
Little	19	19	12	15	17	17
Not at all	11	9	4	3	10	7
Not applicable or no change needed	5		2	2	3	
No answer	2	7			2	6
n. To increase pupil motivation and interest in reading and language?						
A great deal	24	23	50	43	32	29
Some	41	49	30	41	39	46
Little	14	14	12	13	14	14
Not at all	11	7	8	1	9	5
Not applicable or no change needed	5			2	3	
No answer	5	7			3	6
2. BECAUSE OF THE ESEA PROGRAM HAVE YOU NOTICED ANY IMPROVEMENT IN THE OPPORTUNITIES OF PUPILS:						
a. To have cultural and enrichment contacts?						
A great deal	18	18	24	29	20	22
Some	42	40	40	46	42	42
Little	23	20	20	21	21	20
Not at all	11	15	12	3	12	11
Not applicable or no change needed	4	2	2		3	1
No answer	2	5	2	1	2	4
b. To become aware of opportunities for educational and economic betterment?						
A great deal	9	11	8	13	9	12
Some	31	31	32	31	31	31
Little	22	24	36	43	24	30
Not at all	18	19	20	6	18	15
Not applicable or no change needed	16	8	10	6	14	7
No answer	4	7	4	1	4	5
c. To share enriching experiences with children of other races, nationalities and socio-economic backgrounds?						
A great deal	5	14	10	16	7	15
Some	19	28	36	32	24	30
Little	25	21	22	26	24	23
Not at all	32	22	28	21	31	22
Not applicable or no change needed	15	6	2	3	11	4
No answer	4	9	2	2	3	6
d. To be exposed to materials which depict minority groups?						
A great deal	5	14	22	35	9	21
Some	28	40	48	40	34	40
Little	31	17	14	18	27	17
Not at all	26	20	14	6	23	16
Not applicable or no change needed	6	3			4	2
No answer	4	6	2	1	3	4

TABLE 2.5.2: (Continued)

ELEMENTARY TEACHER OPINION SURVEY OF ESEA TITLE I SERVICES

	Per Cent of Teachers Responding					
	Plan A Schools		Plan B Schools		Total	
No. of Teachers	Pre (124)	Post (144)	Pre (50)	Post (68)	Pre (174)	Post (212)
3. BECAUSE OF THE ESEA PROGRAM HAVE YOU NOTICED ANY CHANGES FOR THE TEACHERS IN THE FOLLOWING:						
a. To share among staff members improved techniques for reading and language development?						
A great deal	18%	21%	20%	35%	18%	25%
Some	40	38	44	38	42	38
Little	17	14	26	19	20	16
Not at all	11	15	8	1	10	11
Not applicable or no change needed	3	3	2	4	3	3
No answer	11	9		3	7	7
b. To examine, evaluate and select the best new materials?						
A great deal	18	18	26	25	20	20
Some	45	42	40	46	44	43
Little	17	17	14	21	16	18
Not at all	12	15	18	3	14	11
Not applicable or no change needed	5	1	2	1	4	1
No answer	3	7		4	2	7
c. To observe and exchange successful ideas and techniques at your school?						
A great deal	20	22	24	26	20	23
Some	36	34	46	47	39	38
Little	19	19	16	16	19	18
Not at all	17	15	12	4	16	11
Not applicable or no change needed	4	3	2	3	3	3
No answer	4	7		4	3	7
d. To use equipment (recorders, tapes, listening centers, etc.) more effectively?						
A great deal	43	33	48	47	45	38
Some	30	36	36	31	32	34
Little	15	14	12	19	14	16
Not at all	6	11	2		4	8
Not applicable or no change needed	4	1		1	3	1
No answer	2	5	2	2	2	3
e. To understand the environment of the culturally disadvantaged?						
A great deal	13	14	32	22	18	17
Some	42	35	32	51	39	41
Little	19	26	22	19	20	24
Not at all	14	13	10	3	13	9
Not applicable or no change needed	8	3	4	1	6	2
No answer	4	9		4	4	7
f. To develop empathy toward persons from different cultural backgrounds?						
A great deal	11	15	26	26	15	18
Some	40	33	36	47	39	38
Little	19	22	20	13	20	19
Not at all	15	15	12	1	14	11
Not applicable or no change needed	9	6	2	6	7	6
No answer	6	9	4	7	5	8

TABLE 2.5.2: (Continued)

ELEMENTARY PRINCIPALS' OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Principals Responding							
	Plan A Schools		Plan B Schools		Comparison Schools		Total	
No. of Principals	Pre (4)	Post (5)	Pre (3)	Post (4)	Pre (5)	Post (5)	Pre (12)	Post (14)
3. BECAUSE OF THE ESEA PROGRAM HAS THERE BEEN ANY IMPROVEMENT IN THE OPPORTUNITIES OF PUPILS: (continued)								
b. To become aware of opportunities for educational and economic betterment?								
A great deal	25%	%	67%	%	20%	20%	33%	7%
Some	50	80	33	75	40	40	42	64
Little		20		25	40	40	17	29
Not at all	25						8	
c. To share enriching experiences with children of other races, nationalities, and socio-economic backgrounds?								
A great deal	25	60			20		17	21
Some	25	20	67	50	40	60	41	43
Little		20	33	25	40	40	25	29
Not at all	50						17	
Not applicable or no change needed				25				7
d. To be exposed to materials which illustrate the many contributions of minority groups?								
A great deal	25	40	33				17	14
Some	25	40	67	75	40	80	41	64
Little		20		25	60	20	25	22
Not at all	50						17	
4. HAVE YOU OBSERVED IMPROVEMENT WHICH MIGHT BE ATTRIBUTED TO THE ESEA PROGRAM IN THE BEHAVIORS OF THE PUPILS WITH RESPECT TO:								
a. School attendance?								
A great deal	25	40					8	14
Some	50		67	25	60	20	59	14
Little		20		50	20	20	8	29
Not at all	25	20	33			20	17	14
Not applicable or no change needed		20		25	20	40	8	29
b. Major discipline problems (fighting, defiance, etc.)?								
A great deal	50	20					17	7
Some	25	20		25	40	20	25	21
Little		40	67	25	40	20	33	29
Not at all	25		33	25		20	17	14
Not applicable or no change needed		20		25	20	40	8	29
c. Minor infractions of classroom rules?								
A great deal	25	20					8	7
Some	50	40	67	75	20	20	42	43
Little					60	20	25	7
Not at all	25	20	33			20	17	14
Not applicable or no change needed		20		25	20	40	8	29

TABLE 2.5.2: (Continued)

ELEMENTARY TEACHER OPINION SURVEY OF ESEA TITLE I SERVICES

	Per Cent of Teachers Responding					
	Plan A Schools		Plan B Schools		Total	
	Pre	Post	Pre	Post	Pre	Post
No. of Teachers	(124)	(144)	(50)	(68)	(174)	(212)
4. MANY DIFFICULT AND DEMANDING FACTORS ARE INVOLVED IN THE TEACHING PROCESS. FOR EACH OF THE FOLLOWING FACTORS INDICATE HOW MUCH OF A PROBLEM EACH IS FOR YOU PRESENTLY: (continued)						
e. Lack of flexibility in the program.						
A great deal	9%	8%	12%	9%	10%	8%
Some	19	17	26	29	21	21
Little	29	30	22	29	27	30
Not at all	33	33	34	28	34	32
Not applicable or no change needed	5	2	6	3	5	2
No answer	5	10		2	3	7
f. Evaluation of pupil performance and assignment of grades.						
A great deal	7	13	18	10	10	12
Some	22	27	30	28	24	27
Little	27	32	26	38	28	34
Not at all	34	19	16	19	29	19
Not applicable or no change needed	2	3	8	5	3	3
No answer	8	6	2		6	5
g. Interruptions of classroom routine.						
A great deal	12	15	2	7	10	12
Some	26	26	32	37	27	30
Little	30	31	28	32	29	32
Not at all	23	19	30	21	25	20
Not applicable or no change needed	4	3	6	3	5	3
No answer	5	6	2		4	3
h. Maintenance of discipline and control within the classroom.						
A great deal	6	8	10	13	7	10
Some	24	26	22	26	23	26
Little	23	28	40	35	27	31
Not at all	40	28	20	24	35	26
Not applicable or no change needed	3		8	2	5	
No answer	4	10			3	7
i. Supplies, instructional materials and special services when needed.						
A great deal	13	16	6	22	11	18
Some	21	35	36	28	25	33
Little	36	19	32	37	35	25
Not at all	23	24	18	7	21	19
Not applicable or no change needed	3	1	6	4	5	2
No answer	4	5	2	2	3	3
5. HAVE YOU OBSERVED IMPROVEMENT IN THE BEHAVIOR OF THE PUPILS WITH RESPECT TO:						
a. Major discipline problems (fighting, defiance, etc.)?						
A great deal	8	8	8	6	8	7
Some	23	26	22	31	22	27
Little	18	25	36	25	22	25
Not at all	19	21	16	28	20	23
Not applicable or no change needed	11	10	4	3	9	8
No answer	21	10	14	7	19	10

TABLE 2.5.2: (Continued)

ELEMENTARY TEACHER OPINION SURVEY OF ESEA TITLE I SERVICES

	Per Cent of Teachers Responding					
	Plan A Schools		Plan B Schools		Total	
	Pre	Post	Pre	Post	Pre	Post
No. of Teachers	(124)	(144)	(50)	(68)	(174)	(212)
5. HAVE YOU OBSERVED IMPROVEMENT IN THE BEHAVIOR OF THE PUPILS WITH RESPECT TO: (continued)						
b. Minor infractions of classroom rules?						
A great deal	12%	6%	8%	4%	11%	5%
Some	32	27	26	37	30	31
Little	19	30	36	25	24	28
Not at all	24	19	16	24	22	20
Not applicable or no change needed	7	8	6	3	7	6
No answer	6	10	8	7	6	10
c. Responsiveness in your class?						
A great deal	18	15	22	13	19	15
Some	43	47	42	51	42	48
Little	18	14	18	12	19	13
Not at all	11	11	8	9	10	10
Not applicable or no change needed	4	5	4	7	4	6
No answer	6	8	6	8	6	8
d. Attentiveness in your class?						
A great deal	18	10	18	10	19	10
Some	42	51	40	49	41	50
Little	19	17	24	15	20	17
Not at all	11	8	8	9	10	8
Not applicable or no change needed	4	6	4	7	4	6
No answer	6	8	6	10	6	9
e. Participation in class discussions?						
A great deal	17	12	20	15	18	13
Some	41	48	44	49	41	48
Little	23	19	16	16	21	18
Not at all	9	8	8	6	9	8
Not applicable or no change needed	4	5	4	7	4	5
No answer	6	8	8	7	7	8
f. Willingness to ask for help?						
A great deal	17	19	18	22	17	20
Some	47	37	40	37	45	37
Little	14	23	24	16	17	21
Not at all	10	8	6	6	9	7
Not applicable or no change needed	6	6	6	10	6	7
No answer	6	7	6	9	6	8
g. Attitudes toward school?						
A great deal	14	10	14	13	14	11
Some	40	38	44	41	41	39
Little	23	27	18	22	23	25
Not at all	10	10	12	10	10	10
Not applicable or no change needed	7	8	6	6	6	7
No answer	6	7	6	8	6	8

TABLE
2.5.2:
(Continued)

ELEMENTARY TEACHER OPINION SURVEY OF ESEA TITLE I SERVICES

	Per Cent of Teachers Responding					
	Plan A Schools		Plan B Schools		Total	
	Pre	Post	Pre	Post	Pre	Post
No. of Teachers	(124)	(144)	(50)	(68)	(174)	(212)
5. HAVE YOU OBSERVED IMPROVEMENT IN THE BEHAVIOR OF THE PUPILS WITH RESPECT TO: (continued)						
h. School attendance?						
A great deal	15%	13%	10%	15%	14%	13%
Some	31	22	30	28	30	25
Little	19	24	28	22	21	24
Not at all	18	19	18	16	18	18
Not applicable or no change needed	10	11	8	12	10	11
No answer	7	11	6	7	7	9
i. Interest in school?						
A great deal	18	11	20	12	19	11
Some	36	44	40	53	37	47
Little	19	20	18	13	18	18
Not at all	12	9	10	9	12	9
Not applicable or no change needed	7	7	6	6	6	6
No answer	8	9	6	7	8	9
j. Academic achievement?						
A great deal	11	10	10	7	11	9
Some	41	47	42	53	41	49
Little	22	22	18	19	21	21
Not at all	11	6	12	6	11	6
Not applicable or no change needed	6	6	12	7	8	7
No answer	9	9	6	8	8	8
k. Behavior in the classroom (all around citizenship)?						
A great deal	14	8	10	6	13	7
Some	36	40	34	47	35	43
Little	25	26	30	25	26	26
Not at all	12	9	14	9	13	9
Not applicable or no change needed	4	8	6	6	5	7
No answer	9	9	6	7	8	8
l. Enjoyment of school?						
A great deal	21	16	20	18	21	17
Some	39	44	42	44	40	44
Little	19	23	16	16	19	21
Not at all	8	6	10	4	9	5
Not applicable or no change needed	3	6	6	4	4	5
No answer	10	5	6	14	9	8
6. IN YOUR OPINION, DO THE PUPILS OF VARIOUS ETHNIC AND ECONOMIC BACKGROUNDS WORK AND PLAY WELL TOGETHER AT YOUR SCHOOL?						
A great deal	42	32	38	46	41	36
Some	16	18	30	26	20	21
Little	8	3	12	9	9	5
Not at all	3	3	2	1	2	3
Not applicable or no change needed	24	24	14	8	22	19
No answer	7	20	4	10	6	16

TABLE 2.5.2: (Continued)

ELEMENTARY TEACHER OPINION SURVEY OF ESEA TITLE I SERVICES

	Per Cent of Teachers Responding					
	Plan A Schools		Plan B Schools		Total	
	Pre	Post	Pre	Post	Pre	Post
No. of Teachers	(124)	(144)	(50)	(68)	(174)	(212)
7. OF WHAT VALUE HAS THE ESEA PROGRAM BEEN TO YOUR SCHOOL?						
A great deal	40%	35%	52%	47%	44%	39%
Some	36	38	42	38	38	38
Little	11	12	2	3	8	9
Not at all	3	4		1	2	3
Not applicable or no change needed	2			2	1	1
No answer	8	11	4	9	7	10
8. SO FAR AS YOU ARE AWARE, ARE ESEA PROGRAM FUNDS EXPENDED IN YOUR SCHOOL AS YOU FEEL THEY SHOULD BE?						
A great deal	29	24	40	32	32	26
Some	31	32	38	38	33	34
Little	10	15	12	12	11	14
Not at all	18	9	6	9	14	9
Not applicable or no change needed	4	2			3	1
No answer	8	18	4	9	7	16
9. TO WHAT EXTENT HAS THE ESEA PROGRAM AFFECTED YOUR CLASSROOM SITUATION?						
A great deal	27	26	30	28	28	27
Some	38	42	52	47	42	43
Little	14	21	14	13	14	18
Not at all	10	4		3	7	4
Not applicable or no change needed	2	1			1	
No answer	9	6	4	9	8	8
10. BECAUSE OF THE ESEA PROGRAM, DO YOU EXPECT MORE IMPROVEMENT IN THE PUPILS THAN MIGHT BE NORMALLY EXPECTED?						
A great deal	32	26	22	29	29	27
Some	36	42	48	49	40	45
Little	10	14	12	9	10	12
Not at all	10	8	10	4	10	7
Not applicable or no change needed	4	1	2		3	
No answer	8	9	6	9	8	9

TABLE 2.5.3: ELEMENTARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

Data based on information offered by classroom teachers in five intensive service elementary schools

	Per Cent of Teachers Responding	
	Plan A Schools	
	Intensive Service	Minimal Service
No. of Teachers	(41)	(103)
1. IN THINKING OF YOUR CLASSROOM SITUATION, TO WHAT EXTENT HAS THE ESEA PROGRAM PROVIDED OPPORTUNITIES:		
a. To create an environment conducive to pupil learning?		
A great deal	39%	22%
Some	51	46
Little	7	13
Not at all		7
Not applicable or no change needed		1
No answer	3	11
b. To stimulate pupil interest and curiosity?		
A great deal	39	20
Some	44	46
Little	10	19
Not at all	2	6
Not applicable or no change needed		1
No answer	5	8
c. To plan and develop innovative teaching methods?		
A great deal	49	25
Some	37	31
Little	7	20
Not at all	5	14
Not applicable or no change needed		
No answer	2	10
d. To plan and develop effective instructional materials?		
A great deal	54	27
Some	32	33
Little	7	17
Not at all	5	13
Not applicable or no change needed		
No answer	2	10
e. To be assisted in understanding pupils' behavior?		
A great deal	22	9
Some	29	28
Little	46	33
Not at all		18
Not applicable or no change needed		1
No answer	3	11
f. To be assisted with the development of plans or programming for pupils in my class?		
A great deal	32	13
Some	46	34
Little	12	21
Not at all	7	19
Not applicable or no change needed		3
No answer	3	10

TABLE
2.5.3:
(Continued)

ELEMENTARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Teachers Responding	
	Plan A Schools	
	Intensive Service	Minimal Service
No. of Teachers	(41)	(103)
1. IN THINKING OF YOUR CLASSROOM SITUATION, TO WHAT EXTENT HAS THE ESEA PROGRAM PROVIDED OPPORTUNITIES: (continued)		
g. To diagnose pupils' academic needs?		
A great deal	22%	6%
Some	39	29
Little	17	23
Not at all	17	21
Not applicable or no change needed	2	6
No answer	3	15
h. To improve classroom control and management?		
A great deal	10	8
Some	39	18
Little	24	27
Not at all	20	25
Not applicable or no change needed	5	6
No answer	2	16
i. To work with selected students who need remedial help?		
A great deal	41	21
Some	27	33
Little	17	17
Not at all	15	19
Not applicable or no change needed		2
No answer		8
j. To work with selected students who need enrichment activities?		
A great deal	17	17
Some	29	26
Little	27	17
Not at all	22	25
Not applicable or no change needed	2	2
No answer	3	13
k. To provide more meaningful oral language usage?		
A great deal	17	16
Some	49	39
Little	15	26
Not at all	12	11
Not applicable or no change needed	2	1
No answer	5	7
l. To develop in students desirable standards of behavior and a respect for others?		
A great deal	15	5
Some	34	26
Little	24	36
Not at all	15	21
Not applicable or no change needed	7	5
No answer	5	7

TABLE 2.5.3: ELEMENTARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES
(Continued)

	Per Cent or Teachers Responding	
	Plan A Schools	
	Intensive Service	Minimal Service
No. of Teachers	(41)	(103)
1. IN THINKING OF YOUR CLASSROOM SITUATION, TO WHAT EXTENT HAS THE ESEA PROGRAM PROVIDED OPPORTUNITIES: (continued)		
m. To raise the achievement level of the pupils?		
A great deal	27%	12%
Some	51	48
Little	12	21
Not at all	5	11
Not applicable or no change needed		
No answer	5	8
n. To increase pupil motivation and interest in reading and language?		
A great deal	34	18
Some	51	48
Little	7	17
Not at all	5	8
Not applicable or no change needed		
No answer	3	9
2. BECAUSE OF THE ESEA PROGRAM HAVE YOU NOTICED ANY IMPROVEMENT IN THE OPPORTUNITIES OF PUPILS:		
a. To have cultural enrichment contacts?		
A great deal	22	17
Some	46	37
Little	27	17
Not at all	2	19
Not applicable or no change needed	3	2
No answer		8
b. To become aware of opportunities for educational and economic betterment?		
A great deal	12	11
Some	44	25
Little	32	20
Not at all	12	22
Not applicable or no change needed		10
No answer		12
c. To share enriching experiences with children of other races, nationalities and socio-economic backgrounds?		
A great deal	24	10
Some	39	24
Little	22	20
Not at all	7	28
Not applicable or no change needed	8	5
No answer		13
d. To be exposed to materials which depict minority groups?		
A great deal	22	11
Some	44	39
Little	20	17
Not at all	12	23
Not applicable or no change needed	2	3
No answer		7

TABLE
2.5.3:
(Continued)

ELEMENTARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Teachers Responding	
	Plan A Schools	
	Intensive Service	Minimal Service
No. of Teachers	([illegible])	([illegible])
3. BECAUSE OF THE ESEA PROGRAM HAVE YOU NOTICED ANY CHANGES FOR THE TEACHERS IN THE FOLLOWING:		
a. To share among staff members improved techniques for reading and language development?		
A great deal	[illegible]	[illegible]
Some	[illegible]	[illegible]
Little	[illegible]	[illegible]
Not at all	[illegible]	[illegible]
Not applicable or no change needed		[illegible]
No answer		[illegible]
b. To examine, evaluate and select the best new materials?		
A great deal	[illegible]	[illegible]
Some	[illegible]	[illegible]
Little	[illegible]	[illegible]
Not at all	[illegible]	[illegible]
Not applicable or no change needed		[illegible]
No answer		[illegible]
c. To observe and exchange successful ideas and techniques at your school?		
A great deal	[illegible]	[illegible]
Some	[illegible]	[illegible]
Little	[illegible]	[illegible]
Not at all	[illegible]	[illegible]
Not applicable or no change needed		[illegible]
No answer	[illegible]	[illegible]
d. To use equipment (recorders, tapes, listening centers, etc.) more effectively?		
A great deal	[illegible]	[illegible]
Some	[illegible]	[illegible]
Little	[illegible]	[illegible]
Not at all	[illegible]	[illegible]
Not applicable or no change needed		[illegible]
No answer	[illegible]	[illegible]
e. To understand the environment of the culturally disadvantaged?		
A great deal	[illegible]	[illegible]
Some	[illegible]	[illegible]
Little	[illegible]	[illegible]
Not at all	[illegible]	[illegible]
Not applicable or no change needed	[illegible]	[illegible]
No answer		[illegible]
f. To develop empathy toward persons from different cultural backgrounds?		
A great deal	[illegible]	[illegible]
Some	[illegible]	[illegible]
Little	[illegible]	[illegible]
Not at all	[illegible]	[illegible]
Not applicable or no change needed	[illegible]	[illegible]
No answer		[illegible]

TABLE
2.5.3:
(Continued)

ELEMENTARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Teachers Responding	
	Plan A Schools	
	Intensive Service	Minimal Service
No. of Teachers	(41)	(103)
3. BECAUSE OF THE ESEA PROGRAM HAVE YOU NOTICED ANY CHANGES FOR THE TEACHERS IN THE FOLLOWING: (continued)		
g. To develop an interest in using community resources, guest speakers, enrichment trips, etc?		
A great deal	20%	19%
Some	44	43
Little	27	17
Not at all	5	10
Not applicable or no change needed	4	3
No answer		8
4. MANY DIFFICULT AND DEMANDING FACTORS ARE INVOLVED IN THE TEACHING PROCESS. FOR EACH OF THE FOLLOWING FACTORS INDICATE HOW MUCH OF A PROBLEM EACH IS FOR YOU PRESENTLY:		
a. Provision for individual differences among pupils.		
A great deal	39	34
Some	41	37
Little	15	17
Not at all	2	7
Not applicable or no change needed		
No answer	3	5
b. Motivation of pupils, getting them interested and participating.		
A great deal	15	16
Some	46	32
Little	29	30
Not at all	5	16
Not applicable or no change needed		1
No answer	5	5
c. A curriculum better suited to pupils.		
A great deal	27	17
Some	44	28
Little	22	25
Not at all	5	9
Not applicable or no change needed	2	2
No answer		9
d. Materials better suited to pupils.		
A great deal	32	27
Some	41	34
Little	15	23
Not at all	7	9
Not applicable or no change needed	2	1
No answer	3	6
e. Lack of flexibility in the program.		
A great deal	7	8
Some	20	16
Little	32	29
Not at all	41	30
Not applicable or no change needed		2
No answer		15

TABLE 2.5.3: (Continued)

ELEMENTARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Teachers Responding	
	Plan A Schools	
No. of Teachers	Intensive Service (41)	Minimal Service (103)
4. MANY DIFFICULT AND DEMANDING FACTORS ARE INVOLVED IN THE TEACHING PROCESS. FOR EACH OF THE FOLLOWING FACTORS INDICATE HOW MUCH OF A PROBLEM EACH IS FOR YOU PRESENTLY: (continued)		
f. Evaluation of pupil performance and assignment of grades.		
A great deal	10%	14%
Some	22	29
Little	41	28
Not at all	24	17
Not applicable or no change needed	3	2
No answer		10
g. Interruptions of classroom routine.		
A great deal	12	16
Some	34	23
Little	39	28
Not at all	10	23
Not applicable or no change needed	2	3
No answer	3	7
h. Maintenance of discipline and control within the classroom.		
A great deal	12	7
Some	27	25
Little	27	29
Not at all	29	27
Not applicable or no change needed		
No answer	5	12
i. Supplies, instructional materials and special services when needed.		
A great deal	12	17
Some	41	32
Little	20	18
Not at all	24	24
Not applicable or no change needed		1
No answer	3	8
5. HAVE YOU OBSERVED IMPROVEMENT IN THE BEHAVIOR OF THE PUPILS WITH RESPECT TO:		
a. Major discipline problems (fighting, defiance, etc.)?		
A great deal	7	8
Some	39	20
Little	24	25
Not at all	15	23
Not applicable or no change needed	12	10
No answer	3	14
b. Minor infractions of classroom rules?		
A great deal	2	7
Some	39	22
Little	32	29
Not at all	7	23
Not applicable or no change needed	7	8
No answer	13	11

TABLE
2.5.3:
(Continued)

ELEMENTARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Teachers Responding	
	Plan A Schools	
	Intensive Service	Minimal Service
No. of Teachers	(41)	(103)
5. HAVE YOU OBSERVED IMPROVEMENT IN THE BEHAVIOR OF THE PUPILS WITH RESPECT TO: (continued)		
c. Responsiveness in your class?		
A great deal	22%	13%
Some	49	46
Little	12	15
Not at all	5	14
Not applicable or no change needed	2	6
No answer	10	6
d. Attentiveness in your class?		
A great deal	7	11
Some	63	46
Little	17	17
Not at all		11
Not applicable or no change needed	5	5
No answer	8	10
e. Participation in class discussions?		
A great deal	12	12
Some	51	47
Little	22	17
Not at all	5	10
Not applicable or no change needed	5	5
No answer	5	9
f. Willingness to ask for help?		
A great deal	32	[illegible]
Some	32	[illegible]
Little	17	5
Not at all	7	[illegible]
Not applicable or no change needed	5	6
No answer	7	7
g. Attitudes toward school?		
A great deal	15	[illegible]
Some	41	[illegible]
Little	27	[illegible]
Not at all	7	[illegible]
Not applicable or no change needed	2	[illegible]
No answer	8	[illegible]
h. School attendance?		
A great deal	12	[illegible]
Some	24	[illegible]
Little	29	[illegible]
Not at all	17	[illegible]
Not applicable or no change needed	8	[illegible]
No answer	10	[illegible]

TABLE
2.5.3:
(Continued)

ELEMENTARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	No. of Teachers	Per Cent of Teachers Responding Plan A Schools Intensive Service (41)	 Minimal Service (103)
5. HAVE YOU OBSERVED IMPROVEMENT IN THE BEHAVIOR OF THE PUPILS WITH RESPECT TO: (continued)			
i. Interest in school?			
A great deal		12%	10%
Some		54	41
Little		17	21
Not at all		5	11
Not applicable or no change needed		5	8
No answer		7	9
j. Academic achievement?			
A great deal		15%	8%
Some		54	45
Little		17	24
Not at all		2	8
Not applicable or no change needed		2	8
No answer		10	7
k. Behavior in the classroom (all around citizenship)?			
A great deal		10	7
Some		49	37
Little		22	28
Not at all		2	12
Not applicable or no change needed		7	8
No answer		10	8
l. Enjoyment of school?			
A great deal		22	14
Some		51	41
Little		15	26
Not at all			8
Not applicable or no change needed		2	6
No answer		10	5
6. IN YOUR OPINION, DO THE PUPILS OF VARIOUS ETHNIC AND ECONOMIC BACKGROUNDS WORK AND PLAY WELL TOGETHER AT YOUR SCHOOL?			
A great deal		44	27
Some		27	15
Little		2	4
Not at all		2	4
Not applicable or no change needed		15	28
No answer		10	22
7. OF WHAT VALUE HAS THE ESEA PROGRAM BEEN TO YOUR SCHOOL?			
A great deal		46	31
Some		30	46
Little		17	5
Not at all		2	5
Not applicable or no change needed			
No answer		5	13

TABLE
2.5.3:
(Continued)

ELEMENTARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Teachers Responding	
	Plan A Schools	
	Intensive Service	Minimal Service
No. of Teachers	(41)	(103)
8. SO FAR AS YOU ARE AWARE, ARE ESEA PROGRAM FUNDS EXPENDED IN YOUR SCHOOL AS YOU FEEL THEY SHOULD BE?		
A great deal	37%	18%
Some	41	28
Little	10	17
Not at all	5	11
Not applicable or no change needed	2	3
No answer	5	23
9. TO WHAT EXTENT HAS THE ESEA PROGRAM AFFECTED YOUR CLASSROOM SITUATION?		
A great deal	41	20
Some	42	42
Little	10	25
Not at all	2	5
Not applicable or no change needed		1
No answer	5	7
10. BECAUSE OF THE ESEA PROGRAM, DO YOU EXPECT MORE IMPROVEMENT IN THE PUPILS THAN MIGHT BE NORMALLY EXPECTED?		
A great deal	29	25
Some	49	40
Little	10	16
Not at all	5	9
Not applicable or no change needed		1
No answer	7	9

TABLE
2.6.1:

ELEMENTARY PUPIL OPINION SURVEY ABOUT HIMSELF AND HIS SCHOOL

Data based on information collected from questionnaires given in five intensive service and four comparison schools (Pre-Survey - November, 1968; Post-Survey - May, 1969)

	Per Cent of Pupils Responding					
	Plan A Schools		Comparison Schools		Total	
	Pre	Post	Pre	Post	Pre	Post
No. of Pupils	(392)	(392)	(243)	(209)	(635)	(601)
Here are some questions about yourself:						
1. Do I like school?						
Always or almost always	54%	45%	52%	52%	54%	47%
Often	16	17	11	17	14	17
Sometimes	28	33	29	30	28	32
Never or almost never	2	5	7	1	4	4
No answer			1			
2. Do I follow school rules?						
Always or almost always	48	40	39	43	45	41
Often	24	26	22	31	24	28
Sometimes	25	30	33	23	28	28
Never or almost never	2	3	4	3	3	3
No answer	1	1	2			
3. Do I begin my work in class as soon as the teacher tells me?						
Always or almost always	57	47	49	53	54	49
Often	16	23	25	22	20	22
Sometimes	25	25	23	22	24	24
Never or almost never	1	5	3	1	2	4
No answer	1			2		1
4. Do I finish my work?						
Always or almost always	39	31	37	40	38	34
Often	20	27	26	25	22	26
Sometimes	38	39	32	33	36	37
Never or almost never	2	3	5	1	3	3
No answer	1			1	1	
5. Do I understand and follow directions given aloud by teachers?						
Always or almost always	49	40	43	42	47	40
Often	22	27	23	31	22	28
Sometimes	25	31	28	25	26	29
Never or almost never	4	2	4		4	2
No answer	(.3)		2	2	1	1
6. Do I understand and follow written directions?						
Always or almost always	56	45	47	44	53	45
Often	20	24	23	29	21	26
Sometimes	21	28	23	23	22	26
Never or almost never	2	3	4	4	3	3
No answer	1		3	1	1	

TABLE
2.6.1:
(Continued)

ELEMENTARY PUPIL OPINION SURVEY ABOUT HIMSELF AND HIS SCHOOL

	Per Cent of Pupils Responding					
	Plan A Schools		Comparison Schools		Total	
	Pre	Post	Pre	Post	Pre	Post
No. of Pupils	(392)	(392)	(243)	(209)	(635)	(601)
7. Do I make up work I miss in class?						
Always or almost always	34%	26%	33%	33%	34%	28%
Often	17	18	17	18	17	18
Sometimes	32	32	26	31	30	32
Never or almost never	15	23	20	17	16	21
No answer	2	1	4	1	3	1
8. Do I need help at home with homework?						
Always or almost always	14	10	17	14	15	11
Often	9	10	11	15	10	12
Sometimes	49	52	44	42	47	48
Never or almost never	27	27	26	29	27	28
No answer	1	1	2		1	1
9. Do I take part in class talks or discussions?						
Always or almost always	32	27	28	30	31	28
Often	18	20	21	21	19	20
Sometimes	39	40	35	42	37	40
Never or almost never	10	12	14	7	12	10
No answer	1	1	2		1	2
10. Do I think others can understand what I say?						
Always or almost always	39	30	47	41	42	34
Often	22	26	21	25	22	25
Sometimes	33	37	26	27	30	34
Never or almost never	5	5	2	5	4	5
No answer	1	2	4	2	2	2
11. Do I listen in class while others are talking?						
Always or almost always	44	36	39	33	42	35
Often	20	23	21	31	21	26
Sometimes	29	32	30	26	30	30
Never or almost never	7	8	9	7	7	8
No answer	(.3)	1	1	3		1
12. Am I a good sport when losing?						
Always or almost always	37	38	39	43	38	40
Often	23	18	18	20	21	18
Sometimes	31	34	34	31	32	33
Never or almost never	7	9	8	5	8	8
No answer	2	1	1	1	1	1
13. Do I get along well with other classmates?						
Always or almost always	34	35	37	43	35	38
Often	25	23	18	20	22	22
Sometimes	36	33	36	28	36	31
Never or almost never	5	7	8	7	7	7
No answer	(.3)	2	1	2		2

TABLE
2.6.1:
(Continued)

ELEMENTARY PUPIL OPINION SURVEY ABOUT HIMSELF AND HIS SCHOOL

	Per Cent of Pupils Responding					
	Plan A Schools		Comparison Schools		Total	
	Pre	Post	Pre	Post	Pre	Post
No. of Pupils	(392)	(392)	(243)	(209)	(635)	(601)
14. Do I make friends easily?						
Always or almost always	38%	34%	42%	41%	39%	38%
Often	21	21	19	25	20	22
Sometimes	34	35	32	27	33	32
Never or almost never	6	7	5	7	6	7
No answer	1	3	2		2	1
15. Do teachers treat me fairly at this school?						
Always or almost always	50	51	53	58	52	53
Often	14	15	12	15	13	15
Sometimes	24	24	21	16	23	21
Never or almost never	11	9	13	10	12	9
No answer	1	1	1	1		2
16. Do teachers really care about how well I do in school?						
Always or almost always	67	64	69	69	68	66
Often	12	13	9	12	11	13
Sometimes	13	15	18	12	15	14
Never or almost never	7	7	4	4	6	6
No answer	1	1		3		1
17. Do teachers give me as much help as I need with my school work?						
Always or almost always	54	54	56	56	55	54
Often	17	21	14	17	16	20
Sometimes	25	19	21	19	24	19
Never or almost never	3	6	8	8	5	7
No answer	1		1			
18. Do I feel that I am a part of the class group?						
Always or almost always	55	48	50	53	53	50
Often	18	22	18	18	18	20
Sometimes	21	22	23	21	22	21
Never or almost never	5	8	9	7	7	7
No answer	1			1		2
19. When a pupil does something wrong in his class, is his punishment usually a fair one?						
Always or almost always	43	38	45	44	44	40
Often	19	18	12	17	16	18
Sometimes	23	30	25	24	24	28
Never or almost never	13	13	18	12	15	13
No answer	2	1	(.4)	1	1	1
20. How do I behave in class?						
Very well	28	29	28	23	28	27
O. K.	49	48	42	46	46	47
I could do better	22	22	30	29	25	24
No answer	1	1		2	1	2

TABLE
2.6.1:
(Continued)

ELEMENTARY PUPIL OPINION SURVEY ABOUT HIMSELF AND HIS SCHOOL

	Per Cent of Pupils Responding					
	Plan A Schools		Comparison Schools		Total	
	Pre	Post	Pre	Post	Pre	Post
No. of Pupils	(392)	(392)	(243)	(209)	(635)	(601
21. How do I follow directions in class?						
Very well	40%	33%	28%	33%	36%	33
O. K.	45	55	50	54	47	54
I could do better	14	12	22	13	17	12
No answer	1					1
22. How do I behave on the school playground?						
Very well	48	43	50	46	40	44
O. K.	44	46	38	46	42	46
I could do better	7	10	12	8	9	9
No answer	1	1				1
23. How do I read silently?						
Very well	50	53	60	59	54	55
O. K.	38	35	31	32	35	34
I could do better	11	11	9	9	11	10
No answer	1	1				1
24. How do I read out loud?						
Very well	37	35	42	35	39	35
O. K.	41	46	41	48	41	47
I could do better	21	18	17	17	19	17
No answer	1	1	(.4)		1	1
25. How do I understand what I read?						
Very Well	32	35	38	31	34	33
O. K.	48	52	44	53	47	52
I could do better	19	13	17	16	18	14
No answer	1		1		1	1
26. How do I work in a group?						
Very well	37	43	47	38	41	41
O. K.	52	45	39	45	47	45
I could do better	9	10	12	17	10	12
No answer	2	2	2		2	2
27. The subjects I like are:						
Reading	70	62	70	69	70	65
Arithmetic	76	62	65	66	72	63
Language	53	41	48	41	51	41
Spelling	74	65	49	43	59	57
Social Studies	50	43	44	36	48	40
Art	79	78	77	81	78	79
Music	77	74	78	82	77	77
Handwriting	63	61	62	59	64	60
P. E.	86	80	88	84	87	81
Science	54	50	50	44	53	48
Story Writing	50	48	55	43	53	50
Not any	(.3)	2	2		1	1

TABLE 2.6.1: (Continued)

ELEMENTARY PUPIL OPINION SURVEY ABOUT HIMSELF AND HIS SCHOOL

	Per Cent of Pupils Responding					
	Plan A Schools		Comparison Schools		Total	
No. of Pupils	Pre (392)	Post (392)	Pre (243)	Post (209)	Pre (635)	Post (601)
28. The subjects I dislike are:						
Reading	20%	25%	21%	26%	21%	25%
Arithmetic	19	31	24	28	21	30
Language	37	45	42	45	39	45
Spelling	20	24	21	22	20	23
Social Studies	40	43	43	50	41	45
Art	6	9	10	10	8	9
Music	13	19	14	16	13	18
Handwriting	22	27	23	31	23	28
P. E.	6	10	10	8	7	9
Science	35	33	34	21	35	29
Story Writing	36	37	35	26	36	33
Not Any	21	20	18	16	20	19
29. Do you go to a Compensatory Reading Class?						
Yes	21	27	25	25	23	26
No.	77	72	73	72	75	72
No answer	2	1	2	3	2	2
30. Did you go to Compensatory Class last year?						
Yes	23	32	28	33	25	33
No	75	67	70	64	73	66
No answer	2	1	2	3	2	1
31. How far do my parents plan for me to go in school?						
Go to high school	2	2	1	1	2	2
Finish high school	12	7	10	5	11	6
Go to college	55	54	52	51	54	47
I don't know	30	36	36	35	32	41
No answer	1	1	1	8	1	4
32. How far do I think I will be able to go in school?						
Go to high school	5	6	4	6	5	6
Finish high school	18	15	13	14	16	14
Go to college	46	46	49	49	47	48
I don't know	30	31	32	29	31	30
No answer	1	2	2	2	1	2

TABLE 2.9.1: FIFTH GRADE PUPIL QUESTIONNAIRE OF OUTDOOR EDUCATION
Number of Pupils = 311 Fifth Graders

			TOTAL RESPONSES	PER-CENT
1.	How did you like the Outdoor Education Camp?	A lot	242	78
		Some	57	18
		Not much	12	4
2.	How many of the students from your school did you get to know better?	A lot	138	47
		Some	107	36
		Not many	49	17
3.	How many new friends did you make from other schools?	A lot	145	50
		Some	102	35
		Not many	46	15
4.	How did you like your "Cabin Groups?"	A lot	201	69
		Some	51	17
		Not much	41	14
5.	How did you like most of the students at Outdoor Education Camp?	A lot	155	51
		Some	95	32
		Not much	9	18
6.	How much did you take part in the trail groups?	A lot	201	71
		Some	52	18
		Not much	9	11
7.	How much did you learn about nature study?	A lot	179	61
		Some	87	30
		Not much	28	9
8.	Did you get along with other students?	A lot	179	60
		Some	90	30
		No	30	10
9.	Was your teacher (classroom) at the Outdoor Camp?	Yes	174	58
		No	124	42
10.	If so, did you get to know your teacher better?	Yes	140	67
		No	73	33
11.	If you could, would you go to Outdoor Camp again?	Yes	282	90
		No	30	10

TABLE 2.9.1
(Continued)

12. How did you like:

		TOTAL RESPONSES	PER-CENT
a. Going on hikes to learn about the trees, plants, bird and animal life?	A lot	210	71
	Some	58	19
	Not much	33	11
b. Working in Science Workshop?	A lot	172	59
	Some	72	24
	Not much	50	17
c. Using the microscope?	A lot	206	72
	Some	48	17
	Not much	31	11
d. Making charts and reports?	A lot	101	37
	Some	99	36
	Not much	74	27
e. Going to the seashore to learn about sea life?	A lot	240	81
	Some	39	13
	Not much	17	6
f. The singing and stories around the campfire?	A lot	250	88
	Some	26	9
	Not much	8	3
g. Going on a night hike?	A lot	187	68
	Some	55	19
	Not much	37	13
h. Folk dancing?	A lot	202	69
	Some	38	13
	Not much	53	18
i. The talent show?	A lot	231	78
	Some	42	14
	Not much	23	8

TABLE 2.9.1
(Continued)

13. In thinking back over your week at Camp Redwood Glen, what three things did you like best?

	TOTAL RESPONSES	PER-CENT
Hikes	116	14
Talent show	95	10
Night hikes	95	10
Folk dancing	92	10
Food	85	10
Seashore	70	8
Swimming	62	7
Singing and stories	55	7
The campfire	45	5
Science workshop	33	4
K.P. duty	23	3
Cabin	15	2
Playing	15	2
Counselor	13	2
The trees	13	2
Sea life (crabs, others)	7	1
Taking a shower	7	1
Kickball	7	1
Nature	4	1

14. What did you learn from your counselors and teachers about the outdoors?

	TOTAL RESPONSES	PER-CENT
Fish and shell fish	78	12
Different trees	72	11
Animals	71	11
Plants	52	8
Redwood	38	6
Poison Ivy/Oak	38	6
Rattlesnakes	28	4
Forest	27	4
Banana slugs	24	4
Manners	21	3
How trees grow	19	3
Folk dancing	18	3
Walking, hiking a mile	18	3
Using a microscope	16	2
Singing	15	2
Seashore	14	2
Sea life	13	2
Stars and moon	12	2
What can be eaten in the forest	11	1
Insects	10	1
Science workshop	8	1
Stories	7	1

TABLE 2.9.1
(Continued)

	TOTAL RESPONSES	PER-CENT
14. What did you learn from your counselors and teachers about the outdoors? (Cont'd.)		
Being quiet on hikes	7	1
K.P. duty	7	1
A lot	5	1
Caterpillar	5	1
Fish and shell fish	5	1
Soil	5	1
Not to be afraid of dark	4	1
Talent show	4	1
15. What didn't you like about Camp Redwood Glen?		
Nothing	33	19
Folk dancing	20	12
K.P. duty	17	10
Long walks	17	10
Getting up early	17	10
Night hike	16	9
Had to go to bed at 9	11	6
No swimming	10	6
Taking shower	6	3
Boys	6	3
Cold cabin	6	3
Campfire smoke	5	3
Looking at trees	4	2
Science workshop	4	2
Leading	4	2

TABLE 2.10.1: PUPILS RECEIVING SPEECH AND HEARING SERVICES IN COMPENSATORY AND NON-COMPENSATORY SCHOOLS

1967-68 AND 1968-69

	1967-68					1968-69				
Schools	Enrollment	Pupils Receiving Active Service	Pupils Waiting for Service	Per cent Enrollment in Need of Service	Per cent Enrollment Served	Enrollment	Pupils Receiving Active Service	Pupils Waiting for Service	Per cent Enrollment in Need of Service	Per cent Enrollment Served
4 Special Service Schools	2,176	334	79	19.0%	15.3%	1,952	283	83	18.8%	14.5%
4 Selected Compensatory Schools (Matching)	1,648	143	111	15.4%	8,6%	1,497	142	104	16.4%	9.5%
83 Regular Elementary Schools	48,937	2,875	2,298	10.6%	5.1%	45,700	3,222	2,245	12.0%	7.1%
TOTAL	52,761	3,352	2,488	11.1%	6.3%	49,149	3,647	2,432	12.4%	7.4%
Total Junior High	21,065	375	283	3.1%	1.8%	20,777	368	274	3.1%	1.8%
Total Senior High	19,355	157	94	1.3%	0.8%	18,593	175	100	1.5%	0.9%
GRAND TOTAL	93,181	3,884	2,865	7.3%	4.2%	88,519	4,190	2,806	7.9%	4.7%
TOTAL SPEECH HANDICAPPED	6,749					6,996				

TABLE 2.10.2: COMPARISONS OF NUMBER OF ELEMENTARY PUPILS ENROLLED FOR SPEECH AND HEARING SERVICES IN TERMS OF CLASSIFICATION OF COMMUNICATIVE DISORDERS, WAITING LISTS, AND TOTAL SCHOOL ENROLLMENTS FOR THE 1968-1969 SCHOOL YEAR

	4 Special Service Schools	4 Selected Compensatory Schools (Matching)	83 District Schools	Total	Total Percentage of Pupils
A Fluency Disorders (Stuttering)	23	12	203	238	-
Range-Pupils Reported	1-9	1-5	0-15	-	-
Mean Average Per School	6	3	2.5	3	-
Percentage of Caseload	8.1%	8.45%	6.3%	-	6.5%
Percentage of School Enrollment	1.2%	0.8%	0.4%	-	0.5%
Number of Schools - No pupils Served in This Classification	0	0	20	-	-
Articulation Disorders	196	108	2570	2874	-
Range - Pupils Reported	38-75	16-39	9-82	-	-
Mean Average per School	49	27	31	32	-
Percentage of Caseload	69.3%	76.1%	79.8%	-	78.8%
Percentage of School Enrollment	10.0%	7.2%	5.6%	-	5.9%
Number of Schools - No Pupils Served in This Classification	0	0	0	-	-
Language Disorders	62	16	353	431	-
Range - Pupils Reported	4-22	0-11	0-25	-	-
Mean Average per School	15	4	4	5	-
Percentage of Caseload	21.9%	11.3%	11.0%	-	11.8%
Percentage of School Enrollment	3.2%	1.1%	0.8%	-	0.9%
Number of Schools - No Pupils Served in This Classification	0	1	14	-	-
Voice Disorders	1	5	29	3 5	-
Range - Pupils Reported	0-1	0-2	0-6	-	-
Mean Average per School	0	1	0	0	-
Percentage of Caseload	0.4%	3.52%	0.9%	-	1.0%
Percentage of School Enrollment	0.1%	0.33%	0.1%	-	0.1%
Number of Schools - No Pupils Served in This Classification	3	1	65	-	-
Hearing Disorders	1	1	67	69	-
Range - Pupils Reported	0-1	0-1	0-4	-	-
Mean Average Per School	0	0	1	1	-
Percentage of Caseload	0.4%	0.77%	2.1%	-	1.9%
Percentage of School Enrollment	0.1	0.07%	0.2%	-	0.1%
Number of Schools - No Pupils Served in This Classification	3	3	41	-	-
Number of Pupils on Waiting Lists	83	104	2245	2432	-
Range - per School	6-38	5-38	4-77	-	-
Mean Average per School	21	26	27	27	-
Percentage of Pupils with Communicative Disorders not Receiving Service (Waiting List)	22.7%	42.3%	41.1%	-	40.0%
Total School Enrollment Reported	1952	1497	45,700	49,149	--
Range of School Enrollment per School	330-750	227-528	99-1124	-	-
Mean Average School Enrollment	488	374	551	-	-

TABLE 2.11.1: SUMMARY OF ACTIVITIES AND CONTACTS OF SOCIAL WORKER-PSYCHOLOGIST TEAMS

NUMBER OF CONTACTS

ACTIVITIES	PERSONS CONTACTED	Social Workers at									Psychologists at				
		John Swett	Dud. Stone	Hunters Pt. I	Haw-thorne	B.Car-michael	Jed. Smith	Com. Stockton	Mar-shall	Gold. Gate	B.Car-michael	Jed. Smith	Com. Stockton	Mar-shall	Gold. Gate
Conferences About Individuals	Parent	25	32	13	21	6	7	8	18	4	16	8	4	5	8
	Teacher	63	233	53	16	39	42	40	43	14	59	56	55	29	15
	Student	72	63	15	11	23	15	26	72	41	46	16	39	5	6
	Principal	53	55	22	20	24	19	23	29	21	22	17	18	11	17
	Agencies	7	153	8	7	4	6	6	8	13	8	4	--	2	11
	Joint	--	5	1	--	5	10	2	--	--	--	--	2	2	--
Meetings	Parent	2	1	9	--	2	1	2	--	2	--	--	--	0	--
	Teacher	11	13	10	2	15	12	5	--	11	9	15	5	2	--
	Agencies	8	15	6	--	--	1	4	1	6	1	1	1	1	2
	School	16	16	7	--	7	12	6	3	7	10	4	2	1	4
	Student	10	--	1	2	5	3	--	--	--	--	--	1	--	--
Professional Consultation	Psychiatric	2	--	--	--	2	4	--	--	14	2	2	--	1	--
	Inter-Office Workers	34	36	7	11	37	38	17	2	7	10	44	30	8	--
ESEA Review Committee		5	5	4	5	5	4	4	3	3	4	5	5	4	3
Evaluation of Students	Tests	--	--	--	--	--	--	--	--	--	8	13	13	9	9
	Observations	29	3	2	5	20	17	2	--	--	29	13	4	12	2
Reports	Psychological Reports	--	--	--	--	--	--	--	--	--	7	--	6	10	1
	Social Histories,etc.	9	9	--	4	5	5	2	4	7	--	1	--	5	2
	Agency Reports	4	5	3	--	1	2	2	--	9	--	1	--	1	2
	GRAND TOTAL	350	644	161	104	200	198	147	183	159	231	200	185	108	82

CHAPTER 3

INTENSIVE SERVICES

SECONDARY SCHOOLS

The ESEA Title I Services to Secondary Schools in effect for the school year of 1968-69 provided an intensification of instructional services to compensatory students in the target area junior and senior high schools. The estimated cost of the Secondary Intensive Service component was $590,933 for 1330 students making the per pupil cost per year $444.00.

Objectives.

To improve the student's verbal functioning

To improve classroom performance in reading beyond usual expectations

To improve student's self-image

To increase the student's expectations of success in school

To improve student's nonverbal functioning

To improve and increase the student's attention span

To improve classroom performance in other skill areas beyond usual expectations

To improve the holding power of schools (to decrease the dropout rate)

To change (in a positive direction) the student's attitudes toward school and education

To reduce the rate and severity of disciplinary problems

To improve the student's emotional and social stability and/or that of his family

To improve the student's average daily attendance

To improve performance as measured by standardized achievement tests

To acquaint students with educational and vocational opportunities

Participating Schools. Five junior high schools and three senior high schools were selected to participate in the Intensive Service Component. The selection was determined by using the feeder pattern from the identified ESEA elementary schools.

Participating Students. The individual schools identified the students with reading disabilities: inthe junior high schools, students reading one and one-half years or more below grade level; in the high schools, students reading two or more years below grade level. The potential participants must have given evidence that they could increase their level of reading. Within the secondary ESEA program, students were grouped in classes of 18. Within his daily program each student was assigned to a minimum of two compensatory classes. Because of the unique nature of programming in the senior high schools, the ESEA high school students were regrouped as they went from one ESEA subject class to another.

Participating Teachers and Aides. The general framework of the Intensive Services allowed staffing patterns tailored to the individual school. Each of the eight secondary schools was assigned six compensatory reading teacher positions, those positions involving more than six persons. It was recommended that each teacher in the compensatory program teach at least two classes in the program.

Two teacher aides were assigned to each school. At least one of the aides was from the community. Aides worked with the Reading Advisor and the compensatory teachers and assisted small groups or individual students in the classes.

Major Focus. The major focus of the program was in the areas of motivation and reading. Stress was also placed on the training of junior and senior high school teachers as teachers of reading. The six compensatory positions at each school provided special classes in reading and/or English, social studies, science and mathematics, with reading being taught in all subject areas. The fundamental aim was to increase the magnitude and effectiveness of the instructional help available to students by combining the talents of a reading teacher with those of a subject matter teacher. To disseminate those techniques which motivate disadvantaged students, especially in the area of reading, visitations were made by compensatory teachers. To free the ESEA staff for such activity, 12 days of substitute time were made available to each junior high school and 20 days of substitute time to each senior high school.

The junior high schools also focused on establishing and maintaining communication with parents of participating ESEA students. Parent meetings were held to explain student needs and reading programs, and home-school visits maintained lines of communication.

Section Evaluation Strategy.

3.1 All secondary ESEA participants were given the Gates-MacGinitie Reading Test in May, 1968. In May, 1969, the ESEA participants were retested with the same instrument. Only those students who took both pre-test and post-test were included in the analysis of the scores.

3.2 A two-year longitudinal study of eighth and twelfth grade compensatory students' academic progress was measured by the Gates-MacGinitie Reading Test, the Stanford Reading Test and the Lorge-Thorndike Intelligence Test.

3.3 An analysis of staffing, periods of teaching, and student participation was made.

Section

3.4 An opinion questionnaire was given to each secondary ESEA student participant to accumulate information concerning the student's activities in the school, his educational aspirations, feelings about academic competence, attitude toward school, and participation in the ESEA program.

3.5 During each semester, an opinion questionnaire was given to each secondary teacher assigned at least one ESEA class, to obtain his attitudes and observations about the ESEA program.

3.6 During the spring semester, a questionnaire was given to each teacher providing ancillary ESEA services. From the open-ended nature of the questions, general appraisals and recommendations were gleaned.

3.7 During the spring semester, a questionnaire was given to each aide and teacher to determine types and effectiveness of aide service.

3.8 An informational field trip form was used to determine the enrichment experiences.

3.1 STANDARDIZED READING TEST EVALUATION OF 1968-69 TITLE I PROGRAM

Evaluation of the contributions of the 1968-69 ESEA Title I Program to the improvement of reading skills among secondary school participants was based on two administrations of the Gates-MacGinitie Reading Tests. For base-line (pre-program) data the scores from a May 1968 testing were utilized. For progress (post-program) data the scores from a May 1969 testing were employed. Comparisons between pre- and post-program status by grade level of participants were made in terms of group statistics, the 75th, 50th, and 25th percentiles. No companion groups of students were tested.

Distributions of pre- and post-test reading scores were provided to the State Office of Compensatory Education according to its specifications. Copies of these score distributions appear in Tables 3.1.1A through 3.1.9B in the appendix at the end of this chapter.

For reporting herein, these voluminous data have been summarized in the two charts which follow. As detailed in the charts and tables, nine grade level groupings were included in the 1968-69 programs. Two scores, vocabulary and comprehension, resulted from each of the two administrations, May 1968 and May 1969, of the Gates-MacGinitie Reading Tests.

Within each score distribution three grade placement equivalents were located:

1) the grade placement at or above which the highest scoring one-fourth of participants scored (75th percentile);

2) the grade placement which divided the upper half of scores from the lower half (50th percentile);

3) the grade placement at or below which the lowest scoring one-fourth of participants scored (25th percentile).

Fifty-four score differences resulted: three percentile points times two reading scores times nine groups of participants. Summary Chart B presents the 54 pre-program score equivalents, the 54 post-program score equivalents, and the 54 resulting score differences demonstrating reading growth for one year of program participation. It also indicates the number of participating students and the number of the appropriate appendix table for full score distribution.

Summary Chart A attempts to extract the overall meaning from these many score distributions by classifying the pre-test versus post-test difference with reference to the school years by which post-test score was higher than pre-test score. In columnar headings in Chart A, four classifications are defined in terms of school years:

Post-Test Score Equivalent Higher Than Pre-Test Score Equivalent By

1.0 school year or more
0.5 school year to 0.9 school year inclusive
0.0 school year to 0.4 school year inclusive
Below 0.0 school year (loss)

Under Item 1 on Summary Chart A, the 54 differences are classified for all participant grade groupings, with sub-classifications for vocabulary and comprehension. Item 1c summarizes the same data by quartiles of the score distributions. Data are re-grouped by grade level in Item 2.

Summary

ESEA Title I secondary program participants gained one year or more in reading between May 1968 and May 1969 at 12 of 54, or 22 per cent of the medians and quartiles.

Twice as many gains of one year or more were recorded for comprehension (eight of 27, or 30 per cent) as for vocabulary (four of 27, or 15 per cent).

Considering both comprehension and vocabulary, the most frequent gains of one-half year or more were found for the 75th percentile (13 of 18), next for the median (11 of 18), and least frequently for the 25th percentile (6 of 18).

Among the individual grade levels, gains were most frequent and substantial for H8-H9 and H10-H11 participants.

SUMMARY CHART A: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) MEDIANS AND QUARTILES ON GATES-MACGINITIE READING TEST FOR ESEA TITLE I PARTICIPANTS IN NINE PUBLIC SCHOOL SECONDARY GRADE LEVELS: VOCABULARY AND COMPREHENSION

PRE-TEST VERSUS POST-TEST

Post-Test Score Equivalent Higher Than Pre-Test Score Equivalent By: (In School Years)

(Reference Summary Chart B.)	Possible No.*	1.0 or More	0.5 to 0.9	0.0 to 0.4	Below 0.0 (Loss)
1. **FOR ALL NINE GRADE LEVELS**	54	12	18	20	4
a. In Vocabulary	27	4	8	12	3
At 75th%ile	9	2	3	3	1
At 50th%ile	9	1	4	3	1
At 25th%ile	9	1	1	6	1
b. In Comprehension	27	8	10	8	1
At 75th%ile	9	3	5	1	0
At 50th%ile	9	4	2	3	0
At 25th%ile	9	1	3	4	1
c. In Vocabulary and Comprehension					
At 75th%ile	18	5	8	4	1
At 50th%ile	18	5	6	6	1
At 25th%ile	18	2	4	10	2
2. **FOR INDIVIDUAL GRADE LEVELS**					
L7 - L8	6	2	2	2	0
H7 - H8	6	1	2	3	0
L8 - L9	6	0	5	1	0
H8 - H9	6	4	1	1	0
L9 - L10	6	0	2	3	1
L10 - L11	6	1	2	2	1
H10 - H11	6	3	2	1	0
L11 - L12	6	1	1	3	1
H11 - H12	6	0	1	4	1

* Possible Number: 54 - Nine grade levels times two test scores (Vocabulary and Comprehension) times three percentiles (75th, 50th, and 25th).

SUMMARY CHART B: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) MEDIANS AND QUARTILES ON GATES-MACGINITIE READING TEST FOR ESEA TITLE I PARTICIPANTS IN NINE PUBLIC SCHOOL SECONDARY GRADE LEVELS: VOCABULARY AND COMPREHENSION

Pre-Test Grade	Post Test Grade	Level &Form	Table Number	Vocabulary				Comprehension			
				Number	75th %ile	50th %ile	25th %ile	Number	75th %ile	50th %ile	25th %ile
1. L7		D 2M	3.1.1A	24	4.1	3.5	3.1	22	4.1	3.8	3.1
	L8	D 2M	3.1.1B	23	5.3	4.2	3.2	22	5.2	4.5	3.4
Difference					+1.2	+ .7	+ .1		+1.1	+ .7	+ .3
2. H7		D 2M	3.1.2A	30	4.8	3.6	3.2	32	5.0	3.7	3.0
	H8	D 2M	3.1.2B	30	5.3	4.0	3.2	32	5.5	4.7	3.4
Difference					+ .5	+ .4	.0		+ .5	+1.0	+ .4
3. L8		D 2M	3.1.3A	55	4.8	3.8	3.1	54	4.8	3.9	2.9
	L9	D 2M	3.1.3B	54	5.5	4.5	3.3	51	5.6	4.6	3.7
Difference					+ .7	+ .7	+ .2		+ .8	+ .7	+ .8
4. H8		D 2M	3.1.4A	76	9.5	5.5	3.6	75	10.4	6.1	3.4
	H9	D 2M	3.1.4B	76	9.5	7.0	4.3	75	11.4	7.9	4.6
Difference					.0	+1.5	+ .7		+1.0	+1.8	+1.2
5. L9		E 2M	3.1.5A	10	6.9	5.1	3.8	10	6.0	5.4	3.2
	L10	E 1M	3.1.5B	9	7.7	5.7	3.6	10	6.1	5.4	3.5
Difference					+ .8	+ .6	- .2		+ .1	.0	+ .3
6. L10		E 2M	3.1.6A	33	7.7	5.5	4.6	32	6.6	5.0	3.7
	L11	E 2M	3.1.6B	31	7.3	5.8	4.9	31	7.1	6.1	4.6
Difference					- .4	+ .3	+ .3		+ .5	+1.1	+ .9
7. H10		E 2M	3.1.7A	58	6.9	6.0	4.5	57	6.5	5.0	3.9
	H11	E 2M	3.1.7B	55	8.8	6.6	4.6	57	8.0	6.7	4.8
Difference					+1.9	+ .6	+ .1		+1.5	+1.7	+ .9
8. L11		E 2M	3.1.8A	21	7.9	6.9	4.9	21	7.0	6.2	4.5
	L12	E 2M	3.1.8B	21	8.3	6.8	6.2	18	7.7	6.5	4.6
Difference					+ .4	- .1	1.3		+ .7	+ .3	+ .1
9. H11		E 2M	3.1.9A	36	7.9	6.2	5.1	32	7.1	5.8	5.4
	H12	E 2M	3.1.9B	34	8.1	6.6	5.1	33	7.6	6.1	4.1
Difference					+ .2	+ .4	.0		+ .5	+ .3	-1.3

3.2 LONGITUDINAL STUDY OF ESEA TITLE I PARTICIPANTS IN SECONDARY SCHOOLS

Table Because of test data availability, the fall 1968 eighth and twelfth grades were selected for a two-year longitudinal study of reading and intelligence test scores for ESEA participants in ten junior high schools and four senior high schools.

Junior high school students were pre- and post-tested on the Stanford Reading Test in sixth and eighth grades, respectively, and on the Gates-MacGinitie Reading Test at the beginning and end of the seventh grade. They were also given the Lorge-Thorndike Intelligence Test in the sixth and eighth grades.

Senior high school students were pre- and post-tested on the Gates-MacGinitie Reading Test in the tenth and eleventh grades, respectively, and were given the Lorge-Thorndike in the tenth grade.

No companion group test data were available at either secondary level. Table 3.2.0 presents summary data and is included with this text. Tables 3.2.1 through 3.2.19 are included in the appendix at the end of this chapter.

EIGHTH GRADE LONGITUDINAL STUDY

There are two phases of this study: one utilizing the Stanford Reading Tests and involving a time span from grades six to eight, an interval of 1.9 school years, and the other using the Gates-MacGinitie Reading Tests and spanning eight months of grade seven. Generally, although not exclusively, the same students are involved in both phases. Each phase was studied because different tests and time intervals were involved.

Participants in the fall, 1968 eighth grade ESEA Title I classes were grouped according to the number of semesters of participation. Five semesters had elapsed between the beginning of the program (spring, 1966) and the beginning of the 1968-69 school year. Students reported herein as six semester-participants had completed only five semesters and were also enrolled for the sixth semester in fall, 1968.

For the grade six/grade eight phase of the study sufficient numbers of students fell into each of the six participation categories to warrant separate reporting. For the grade seven phase the more limited number of participants called for grouping semesters of participation as follows: one and two semesters, three and four semesters, and five and six semesters.

3.2.0 Stanford Reading Test Results. The initial reading test results are from the October, 1966 sixth grade testing. No student scored at or above grade level on this pre-test, or on the follow-up test given in September, 1968 to the eighth grade. The median and quartile score equivalents for all participants, by semesters of participation, are listed on the next page.

Except for the one-semester participants whose scores were higher initially, probably accounting for the fact that their participation lasted only one semester, there was little variation among the participant classifications at the outset of their involvement.

TABLE 3.2.0: SUMMARY OF STUDENT STATUS AND SCORE CHANGE IN READING AND INTELLIGENCE FOR ESEA TITLE I PARTICIPANTS IN TWO SECONDARY GRADES SELECTED FOR LONGITUDINAL STUDY DURING SCHOOL YEAR 1968-69

Fall 1968 Classification:	Eighth Grade				Twelfth Grade				
Initial Test Grade & Time: Follow-up Test Grade & Time:	L6 & H6, Oct'66 L8 & H8, Sep'68		L7, Sep'67 (7.0) H7, May'68 (7.8)		H10, Feb'67 (10.6) H11, May'68 (11.8)		10th	L10, Oct'66 (10.1) L11, Sep'67 (11.0)	
TEST PERFORMANCE Per Cent of Students Whose Reading or IQ Test Scores or Score Changes Were:	Stanford Reading Total	Lorge-Thorn. IQ Total	Gates-MacGinitie Reading Test Vocabulary	Gates-MacGinitie Reading Test Comprehension	Gates-MacGinitie Reading Test Vocabulary	Gates-MacGinitie Reading Test Comprehension	Lorge-Thorn. IQ Total	Gates-MacGinitie Reading Test Vocabulary	Gates-MacGinitie Reading Test Comprehension
% At or Above Actual Grade Placement on Initial Test	0.0%		0.0%	0.0%	0.0%	0.0%		0.0%	0.0%
(Reference Table)	3.2.1		3.2.7	3.2.7	3.2.11	3.2.11		3.2.16	3.2.16
% At or Above Actual Grade Placement on Follow-up Test	0.0%		0.0%	0.0%	0.0%	0.0%		0.0%	0.0%
(Reference Table)	3.2.2		3.2.8	3.2.8	3.2.12	3.2.12		3.2.17	3.2.17
% Recording Actual Gain Equal to or Greater than "Month-for-Month" Gain	8.5%		24.3%	43.3%	37.5%	32.5%		42.0%	42.0%
(Reference Table)	3.2.3		3.2.9	3.2.10	3.2.13	3.2.14		3.2.18	3.2.19
% Recording Adjusted Gain Equal to or Greater than "Month-for-Month" Gain	23.0%		44.2%	56.2%	55.0%	55.0%		53.6%	49.6%
(Reference Table)	3.2.3		3.2.9	3.2.10	3.2.13	3.2.14		3.2.18	3.2.19
% Recording Some Actual Gain Between Testings	59.0%		62.1%	70.5%	70.0%	65.0%		61.2%	76.5%
(Reference Table)	3.2.3		3.2.9	3.2.10	3.2.13	3.2.14		3.2.18	3.2.19
% Recording Some Adjusted Gain Between Testings	57.5%		63.9%	69.3%	70.0%	67.5%		61.3%	76.3%
(Reference Table)	3.2.3		3.2.9	3.2.10	3.2.13	3.2.14		3.2.18	3.2.19
% Recording IQ's of 90 or Higher on Initial IQ Test		31.4%					17.5%		
(Reference Table)		3.2.4					3.2.15		
% Recording IQ's of 80 or Lower on Intial IQ Test		26.5%					47.5%		
(Reference Table)		3.2.4					3.2.15		

Table At the sixth grade about one-half (50th percentile) of the participants were reading at least two and one-third years below grade, and about three-fourths (75th percentile) were reading at least one and one-third years below grade.

3.2.1

Sixth Grade Scores	No.	75th%ile	50th%ile	25th%ile
1 sem. participants	39	4.4	4.0	3.5
2 sem. participants	51	4.1	3.7	3.4
3 sem. participants	40	4.1	3.7	3.2
4 sem. participants	22	3.9	3.5	3.3
5 sem. participants	24	3.9	3.7	3.3
6 sem. participants	25	4.2	3.7	3.3
All participants	201	4.2	3.7	3.3

3.2.2

Eighth Grade Scores	No.	75th%ile	50th%ile	25th%ile
1 sem. participants	39	5.0	4.2	3.8
2 sem. participants	51	4.6	3.9	3.4
3 sem. participants	40	5.2	3.9	3.4
4 sem. participants	22	4.7	3.8	3.5
5 sem. participants	24	4.7	4.1	3.5
6 sem. participants	25	4.4	3.8	3.5
All participants	201	4.7	3.9	3.4

Two years later (1.9 years elapsed between testings) the eighth grade status in reading of all participants was one month higher at the 25th, two months higher at the 50th, and five months higher at the 75th percentile. Observed again is the pattern of the more able readers (among the participants) experiencing the greatest progress during instruction.

Also observable is a seeming relationship between length of participation and reading progress. The warning, sounded in the discussion of the elementary-grades longitudinal studies, against attributing causation to this finding is again appropriate. Obviously, students making the least progress in reading are more likely to be continued in the program semester after semester. However, there remains at grade eight a substantial similarity (for example, medians range only between 3.8 and 4.2) among groups having varying semesters of participation.

The test data were also analyzed in terms of the amount of reading score change realized by each participant individually. Distributions in tables in the chapter appendix present the actual differences between pre- and post-test scores, and also the adjusted differences, employing formula cited in the heading of each such table.

3.2.0 Between grade six reading pre-test and grade eight reading post-test, 8.5 per cent of all participants registered a gain equal to or greater than the number of intervening school months. Using adjusted gain as the measure of improvement, 23 per cent of the participants recorded at least month-for-month gain. Some actual gain was experienced by 59 per cent, while some adjusted gain was realized by 57.3 per cent.

Table

3.2.3

Actual Gain	No.	75th%ile	50th%ile	25th%ile
1 sem. participants	39	1.4	0.3	-0.2
2 sem. participants	51	0.8	0.2	-0.3
3 sem. participants	40	1.2	0.6	0.0
4 sem. participants	22	0.9	0.2	-0.1
5 sem. participants	24	0.8	0.0	-0.5
6 sem. participants	25	1.0	0.4	-0.9
All participants	201	1.0	0.3	-0.3

Adjusted Gain	No.	75th%ile	50th%ile	25th%ile
1 sem. participants	39	2.4	0.7	-0.4
2 sem. participants	51	1.3	0.3	-0.5
3 sem. participants	40	2.0	1.2	0.0
4 sem. participants	22	2.0	0.4	-0.2
5 sem. participants	24	1.6	0.0	-0.8
6 sem. participants	25	1.9	0.8	-1.2
All participants	201	1.8	0.5	-0.5

From the foregoing data it is evident that the application of the adjustment formula enhances the actual gains expressed by the 75th and 50th percentile equivalents, but increases the deficit of students who experience actual score losses indicated by the 25th percentile.

One-fourth (75th percentile) of the 201 participants made actual gains of one year or more in reading, and one-fourth (75th percentile) recorded adjusted gains of 1.8 years or more during the 1.9 years of elapsed time between testings.

Lorge-Thorndike Intelligence Test Results. The initial intelligence test results are from October, 1966, while a follow-up test was given in September, 1968. There was a time interval of 1.9 years between testing. The quartile scores for all participants, by semesters of participation, are listed below.

3.2.4

		Intelligence Quotients		
Sixth Grade Scores	No.	75th%ile	50th%ile	25th%ile
1 sem. participants	38	97	89	84
2 sem. participants	39	92	85	81
3 sem. participants	37	94	84	79
4 sem. participants	16	93	84	74
5 sem. participants	23	91	83	81
6 sem. participants	23	85	82	76
All participants	176	92	84	80

3.2.5

		Intelligence Quotients		
Eighth Grade Scores	No.	75th%ile	50th%ile	25th%ile
1 sem. participants	38	94	86	80
2 sem. participants	39	89	83	79
3 sem. participants	37	91	79	71
4 sem. participants	16	87	77	71
5 sem. participants	23	92	83	77
6 sem. participants	23	86	79	76
All participants	176	90	82	76

Table Intelligence test scores, pre- and post-tests, were available on only 176 of the 201 participants, the 2-semester and 4-semester groups being most affected. There is a general trend suggesting that participants having fewer semesters had the higher IQ's, a trend to be anticipated in view of the similar trend for reading status and the high correlation between reading test and intelligence test scores. Of the total group of participating students only about one-fourth received IQ scores of 90 or above at grade eight.

At eighth grade administration of the Lorge-Thorndike Intelligence Test, the over-all distribution of participant IQ's was somewhat lower than at sixth grade. The total group's median and 75th percentile were two points lower and the 25th percentile was four points lower. While it would be entirely inappropriate to conclude from this data that there was a loss in intelligence, it is clear that school-measured academic potential has not been substantially improved.

3.2.6

IQ Test Score Change	No.	Intelligence Quotient Points 75th%ile	50th%ile	25th%ile
1 sem. participants	38	+ 2	- 1	- 7
2 sem. participants	39	+ 2	- 2	- 7
3 sem. participants	37	+ 1	- 5	-10
4 sem. participants	16	+ 2	- 6	- 9
5 sem. participants	23	+ 5	0	- 5
6 sem. participants	23	+ 3	- 2	- 5
All participants	176	+ 2	- 2	- 8

While one-fourth of all participants recorded post-test IQ's higher than pretest IQ's by at least two points, another quarter was found to have dropped by eight or more IQ points.

3.2.0 Gates-MacGinitie Reading Test Results. The initial reading test results are from the September, 1967 beginning-of-seventh grade status, at which time no participant scored at or above grade level. The follow-up test was given in May, 1968, at the end of the seventh grade, when again no student in the program attained grade level.

3.2.7

Beg.-of-Seventh Gr.	No.	Reading Vocabulary Grade Placements 75th%ile	50th%ile	25th%ile
1 and 2 sem. part.	46	5.0	4.4	3.5
3 and 4 sem. part.	53	4.2	3.6	3.1
5 and 6 sem. part.	23	3.7	3.2	3.1
All participants	122	4.7	3.6	3.1

3.2.8

End-of-Seventh Gr.	No.	Reading Vocabulary Grade Placements 75th%ile	50th%ile	25th%ile
1 and 2 sem. part.	46	6.0	4.4	3.3
3 and 4 sem. part.	53	4.5	3.7	2.9
5 and 6 sem. part.	23	4.1	3.5	3.2
All participants	122	5.0	3.9	3.2

After eight months of the seventh grade, the reading vocabulary status of the total group of 122 participants had improved by three months at the 75th and 50th percentiles, and one month at the 25th percentile.

Table

3.2.7

Beg.-of-Seventh Gr.	No.	Reading Comprehension Grade Placements		
		75th%ile	50th%ile	25th%ile
1 and 2 sem. part.	46	5.2	4.1	3.1
3 and 4 sem. part.	53	4.1	3.3	2.7
5 and 6 sem. part.	23	3.8	2.9	2.6
All participants	122	4.4	3.5	2.7

3.2.8

End-of-Seventh Gr.	No.	Reading Comprehension Grade Placements		
		75th%ile	50th%ile	25th%ile
1 and 2 sem. part.	46	5.3	4.4	3.2
3 and 4 sem. part.	53	4.6	3.9	3.0
5 and 6 sem. part.	23	4.8	3.9	3.2
All participants	122	4.9	4.0	3.1

Reading comprehension status improved somewhat more than did vocabulary, being five months higher on the post-test at the 75th and 50th percentiles, and four months higher at the 25th percentile.

3.2.0 Between the two test periods, 0.8 of a year elapsed. Among the 122 participants, 24.3 per cent showed a gain in score equal to or greater than the 0.8 of a year in vocabulary, and 43.3 per cent gained equal to or greater than month-for-month in comprehension.

Using adjusted gain as a measure of change, 44.2 per cent for vocabulary and 56.2 per cent for comprehension experienced month-for-month gain or better.

Showing some actual gain were 62.1 per cent in reading vocabulary and 70.5 per cent in reading comprehension. Recording some adjusted gain in vocabulary were 63.9 per cent of the students, while 69.3 per cent showed some adjusted gain in comprehension.

3.2.9

Actual Gain	No.	Reading Vocabulary Score Change		
		75th%ile	50th%ile	25th%ile
1 and 2 sem. part.	46	0.9	0.1	-0.4
3 and 4 sem. part.	53	0.7	0.2	-0.3
5 and 6 sem. part.	23	0.6	0.4	-0.3
All participants	122	0.7	0.3	-0.3

3.2.9

Adjusted Gain	No.	Reading Vocabulary Score Change		
		75th%ile	50th%ile	25th%ile
1 and 2 sem. part.	46	2.1	0.5	-0.7
3 and 4 sem. part.	53	1.4	0.5	0.0
5 and 6 sem. part.	23	1.5	0.8	-0.5
All participants	122	1.6	0.6	-0.6

Comparing the distributions of reading vocabulary gains for actual and adjusted scores again illustrates the increase in range effected by adjusting scores. For the 122 participants the highest fourth of score changes are more than twice as great (1.6 vs. 0.7 at the 75th percentile) for the adjusted scores, and the lowest fourth of changes reflect score losses which are twice the value (-0.6 vs. -0.3 at the 25th percentile) for the adjusted scores.

Table

			Reading Comprehension Score Change		
3.2.10	Actual Gain	No.	75th%ile	50th%ile	25th%ile
	1 and 2 sem. part.	46	1.1	0.3	-0.4
	3 and 4 sem. part.	53	1.1	0.5	-0.1
	5 and 6 sem. part.	23	1.1	0.8	0.3
	All participants	122	1.1	0.6	-0.1

			Reading Comprehension Score Change		
3.2.10	Adjusted Gain	No.	75th%ile	50th%ile	25th%ile
	1 and 2 sem. part.	46	2.1	0.6	-0.7
	3 and 4 sem. part.	53	2.7	1.1	-0.2
	5 and 6 sem. part.	23	2.6	1.7	0.7
	All participants	122	2.6	1.1	-0.3

In terms of gain scores, as well as for status, the reading comprehension growth of participants surpassed the growth experienced in vocabulary. One-half of the 122 participants scored adjusted gains of more than one year, and one-half of that group had gains of more than two and one-half years (75th%ile).

Eighth Grade Longitudinal Study Summary

1. The grade six/grade eight test data, utilizing the Stanford Reading Test and spanning 1.9 school years, indicated that 8.5 per cent of 201 ESEA Title I participants made month-for-month or greater gain and 59.0 per cent of the group experienced some gain. Upon adjustment of scores to reflect initial reading status, students achieving at least 1.9 school years of growth climbed to 23.0 per cent.

2. The grade seven scores, based upon the Gates-MacGinitie Reading Test with 0.8 school year elapsing between pre- and post-tests, revealed even more favorable gains. Among the 122 participants, month-for-month gain was attained by 24.3 per cent in vocabulary and 43.3 per cent in comprehension. When gains were adjusted, the per cents achieving 0.8 year's improvement rose to 44.2 in vocabulary and 56.2 in comprehension.

3. Approximately three out of every ten participants recorded Lorge-Thorndike Intelligence Test IQ's of 90 or above; on the other hand, about one in every four scored at IQ 80 or below. Measured IQ declined between grade six and grade eight for more than one-half of the participants.

TWELFTH GRADE LONGITUDINAL STUDY

Two groups of participants are involved in this study. The first group consisted of 40 students enrolled in grade H12 at the beginning of fall semester, 1968. Pre-test reading scores for this group indicate status in vocabulary and comprehension near the beginning of grade H10, while post-test reading status was measured near the end of grade H11. Elapsed time between tests was 1.2 school years.

Twenty-six students comprised the second group. Enrolled in grade L12 in fall 1968, these participants were pre-tested in vocabulary and comprehension early in grade L10 and re-tested at the beginning of grade L11. Nine school months intervened between testings.

Table Three categories -- two semesters, three semesters, and four semesters -- accounted for the range of participation within both groups. Numbers within each category, however, were too small to attribute meaning to observed differences.

Both groups were administered the Gates-MacGinitie Reading Tests. IQ's were available from grade L10 testing for the 40 participants in the first group, based on the Lorge-Thorndike Intelligence Test.

3.2.0 Gates-MacGinitie Reading Test Results, H10-H11 Group. Among the 40 participants there was no student who scored at actual grade level on either pre-or post-test in vocabulary or comprehension. The medians and quartiles were:

			Reading Vocabulary Grade Placements		
		No.	75th%ile	50th%ile	25th%ile
3.2.11	Grade H10 Scores	40	6.9	5.8	4.6
3.2.12	Grade H11 Scores	40	8.3	6.6	4.9

			Reading Comprehension Grade Placements		
		No.	75th%ile	50th%ile	25th%ile
3.2.11	Grade H10 Scores	40	7.4	5.5	4.6
3.2.12	Grade H11 Scores	40	7.6	6.5	4.6

During the 1.2 school years between pre-and post-tests the medians for the 40 students increased by 0.8 year in vocabulary and 1.0 year in comprehension. At the 75th and 25th percentiles the increases in vocabulary were substantially higher than in comprehension. On the post-test consistently higher status was recorded for vocabulary.

3.2.0 Achieving month-for-month improvement (or better) in reading were 37.5 per cent of the 40 participants in vocabulary and 32.5 per cent in comprehension. On the basis of adjusted scores, this growth level was reached or surpassed by 55.0 per cent in both vocabulary and comprehension.

Some actual gain was experienced by 70.0 per cent of the students in vocabulary and by 65.0 per cent in comprehension. Adjusted gain was realized by an identical per cent (70.0) in vocabulary and by 67.5 per cent in comprehension.

3.2.13	H10-H11 Group		Reading Vocabulary Score Change		
		No.	75th%ile	50th%ile	25th%ile
	Actual Gain	40	1.8	0.9	-0.2
	Adjusted Gain	40	3.2	1.6	-0.6

3.2.14	H10-H11 Group		Reading Comprehension Score Change		
		No.	75th%ile	50th%ile	25th%ile
	Actual Gain	40	1.7	0.7	-0.2
	Adjusted Gain	40	3.0	1.4	-0.2

Table Expressed in terms of growth or gains, as well as status, the 40 participants demonstrated some superiority in vocabulary over comprehension. During the intervening 1.2 school years, the most improved quarter (75th%ile) of students made actual gains one-half year beyond the elapsed time and adjusted gains almost two years in excess of month-for-month.

3.2.0 Lorge-Thorndike Intelligence Test Results, H10-H11 Group. Among these 40 participants, when tested in grade L10, only 17.5 per cent registered IQ's of 90 or higher while 47.5 per cent received IQ's of 80 or lower. No follow-up intelligence test data were available.

			Intelligence Quotients		
		No.	75th%ile	50th%ile	25th%ile
3.2.15	H10-H11 Group	40	88	82	78

Gates-MacGinitie Reading Test Results, L10-L11 Group. The 26 participants included no student who scored at actual grade level on either reading skill, vocabulary or comprehension, upon pre-test or post-test. The median and quartile grade placement equivalents were:

			Reading Vocabulary Grade Placements		
		No.	75th%ile	50th%ile	25th%ile
3.2.16	Grade L10 Scores	26	5.8	4.9	4.4
3.2.17	Grade L11 Scores	26	7.3	4.9	4.4

			Reading Comprehension Grade Placements		
		No.	75th%ile	50th%ile	25th%ile
3.2.16	Grade L10 Scores	26	7.0	4.5	4.0
3.2.17	Grade L11 Scores	26	7.4	6.7	4.5

Interpretations of test status and growth based on as few as 26 students must be cautious in view of the reduced reliability of group scores. It appears that group reading vocabulary skills, initially somewhat superior to comprehension skills through the middle and lower ranges, showed no change over the intervening 0.9 school year. In contrast, comprehension scores at the post-test were higher than pre-test status, and were also above the level for vocabulary at post-test. Since the post-test was administered at grade placement 11.0, three-fourths of the 26 participants were at least three and one-half years below grade in reading skills at the post-test.

3.2.0 Improving at a rate of month-for-month or better in both vocabulary and comprehension were 42.0 per cent of the 26 students; adjusted gains of this dimension were realized by 53.6 per cent in vocabulary and 49.6 per cent in comprehension. Students experiencing some actual and adjusted gains were similar for vocabulary (61 per cent) and for comprehension (76 per cent).

Table	L10-L11 Group		Reading Vocabulary Score Change		
3.2.18		No.	75th%ile	50th%ile	25th%ile
	Actual Gain	26	1.6	0.8	-0.8
	Adjusted Gain	26	3.0	1.8	-1.2

3.2.19	L10-L11 Group		Reading Comprehension Score Change		
		No.	75th%ile	50th%ile	25th%ile
	Actual Gain	26	1.9	0.6	0.2
	Adjusted Gain	26	4.0	1.4	0.3

During the 0.9 school year which elapsed between testings, one-fourth (75th percentile) of the 26 participants made adjusted gains about twice the extent of the actual gains. For vocabulary the adjusted gains for the upper quarter were three school years, and for comprehension four school years.

Twelfth Grade Longitudinal Study Summary

1. The grade H10/grade H11 test data, employing the Gates-MacGinitie Reading Test and covering 1.2 school years, revealed that among the 40 ESEA Title I participants 37.5 per cent made at least month-for-month gain in vocabulary and 32.5 per cent made similar gain in comprehension. In terms of adjusted scores more than one-half (55 per cent) registered such gains in both reading skills. These favorable improvements were accomplished by a group whose median measured IQ was 82.

2. The grade L10/grade L11 scores, based on Gates-MacGinitie Reading Tests administered pre-test and post-test over an interval of 0.9 school year, demonstrated that 42.0 per cent of the 26 participants improved month-for-month or better in vocabulary and comprehension. Adjusted scores produced even higher per cents: 53.6 for vocabulary and 49.6 for comprehension.

3.3 ANALYSIS OF STAFFING AND PERIODS OF INSTRUCTION

A profile of the ESEA Program, within the proposed framework, is given by the following analysis of staffing, periods of teaching, subject periods, ancillary service periods and student participation.

The six teaching positions assigned to each of the eight secondary ESEA schools were filled with different teachers, ranging in number from nine to 24.

STAFFING, OF ESEA POSITIONS, BY SEMESTER

	Junior High School		Senior High School	
	F '68	Sp '69	F '68	Sp '69
Number of ESEA Schools	5	5	3	3
Number of ESEA Teaching Positions	30	30	18	18
Number of Classroom Teachers included in ESEA Staff	75	67	36	33
Total ESEA Staff Members	83	69	39	35

Since instructional programs are designed and staffed, and students are programmed into classes before the start of school in September, some changes in ESEA project emphasis which experience indicates are desirable could not be implemented until the spring semester of 1969. At this time, to facilitate staff communication, cooperation, and in-service activities, an attempt was made to reduce the total numbers of ESEA staff. At the junior and senior high school levels, there was a reduction by 14, and four, staff members respectively. By consolidating the staff, the number of non-classroom teachers was also reduced.

It was recommended that each teacher be involved in the compensatory program for at least two periods per day. With the assistance of a junior high resource teacher, the proposed teacher involvement was approximated in the junior high schools in the spring semester.

The trend toward teacher involvement for a minimum of two periods is shown in the following chart. In the fall semester, 43 per cent of the ESEA junior high staff (36 out of 83) were assigned to two or more ESEA periods. In the spring, the recommendation of two or more periods of ESEA involvement was attained by 65 per cent of its reduced staff (45 out of 69). Through the continuous efforts of the senior high resource teacher, more progress had been realized in structuring of the ESEA high school program. Improvement was from 69 per cent (27 out of 39) for the fall semester to 77 per cent (27 out of 35) for the spring semester of the staff.

TEACHER INVOLVEMENT BY NUMBER OF PERIODS ASSIGNED TO ESEA PROGRAM

Number of Periods of ESEA Assignment	Number of Teachers: Junior High School F '68	Junior High School Sp '69	Senior High School F '68	Senior High School Sp '69
1	47	24	12	8
2	17	24	14	12
3	11	11	7	8
4	4	5	1	1
5	4	5	5	6
Total Number of Staff	83	69	39	35

With each teaching position representing five periods of teacher service per day and with six teaching positions per school, each of the secondary schools was allocated 30 periods of ESEA teacher service. Among the five ESEA junior high schools, the periods devoted to ESEA classroom teaching ranged from 16 to 30.

The two junior high schools ("A" and "D") that assigned all 30 periods for classroom teaching in the spring semester, 1969, had ancillary services including an on-site ESEA resource teacher.

Because of limited classroom space, some ESEA junior high classrooms had to have double or triple staffing. Under this multiple staffing plan, each teacher did not operate as one teacher although they did work with the same group of students. With multiple staffing providing one teacher for individualized student attention and help, the intensification of the teaching of reading to ESEA students was realized.

In the senior high schools a minimum of three periods was allocated to counseling, limiting to 27 periods the time available for instruction. The periods of classroom teaching ranged from 19 to 27.

PERIODS OF ACADEMIC INSTRUCTION BY SUBJECT AND SCHOOL

Five Junior High Schools

Numbers of Periods

		Fall 1968						Spring 1969					
Subject	School:	A	B	C	D	E	Total	A	B	C	D	E	Total
English and/or Reading		5	11	12	11	9½	48½	8	16	10	13	11	58
Social Studies		6	6	2	11	5	30	10	8	10	13	4	45
Science		2	2			2	6	4				2	6
Mathematics		4	4		8	7½	23½	8			4	7	19
Other			1	3			4						
Totals		16	24	17	30	24	112	30	24	20	30	24	128

Three Senior High Schools

Numbers of Periods

		Fall 1968				Spring 1969			
Subject	School:	X	Y	Z	Total	X	Y	Z	Total
English and/or Reading		9	11	8	28	12	9	11	32
Social Studies		8	8	8	24	5	7	6	18
Science			5	3	8		5	1½	6½
Mathematics		7			7	7		½	7½
Other			3		3		1		1
		24	27	19	70	24	22	19	65

One junior high school resource teacher commented that:

> "The seventh and eighth grade English and Social Studies classes were programmed in double period blocks of time. These classes were centralized in the cafeteria. Although this was originally done as a space-saving device, it is clear that the large classroom with potential for area grouping and flexibility is an extremely desirable situation. The cafeteria, although survivable temporarily, gave the students a sense of being shunted off, of not having rooms of their own. Thus, a large room, but not the cafeteria, would be excellent.
>
> "Each English-Social Studies class block was with the same teacher for two class periods. Most students seemed satisfied. For every three compensatory class groups, there were four teachers. This "fourth" teacher was the Reading-Learning Center teacher. For special emphasis reading classes, students were pulled from their regular English or Social Studies classes and grouped according to reading level and behavioral compatabioity. These classes met two or three times a week. There was no attempt made to excite the students about literature or propagandize the value of reading. The Reading-Learning Center was, matter of factly, a reading class, almost totally devoted to building skills: phonics, decoding, vocabulary. In addition to the Reading-Learning Center classes, ESEA aides conducted small group and individual tutorial sessions in reading. (Finding space for all our people to work with their students was one of the biggest difficulties we faced.) Without exception, every child in the compensatory program whose reading was functionally below third grade level was given some sort of special attention.
>
> "The students often underwent a real shock when they found themselves in a group of five or less. Some behaved negatively (there's obviously no place to hide inadequacies), but most students soon realized the advantages and pleasures of the situation and even began to ask for more 'tutorials.'"

The multiple staffing technique had the unanticipated effect of improving the methods of teaching reading by enabling each teacher to observe the other teachers' mode of operation.

The Reading Advisors contributed help to compensatory teachers by developing an awareness among the ESEA staff of the techniques of modern reading instruction, including provision of model lessons, instruction in use of teaching machines and devices, and training student aides as tutors. A Reading Advisor comments:

> "One of the greatest difficulties is establishing a rapport among teachers which leads to team work and overcoming of 'territorial rights.' This type of rapport takes more than a year to develop effectively."

A teacher who invited the services of the Reading Advisor said:

> "Having a Reading Advisor has helped tremendously. Our students need a great emphasis on all of the skills. We need to put great emphasis on 'how to take directions,' both written and listened to. I'm learning some new techniques."

Teachers felt that they had been helped to become more aware of the need to emphasize language arts in teaching their particular subject. One science teacher stated:

> "I appreciate working with the Reading Advisor in the Reading Lab one period each day. This opportunity to learn to teach reading will help me with all my students. One amazed parent asked me, 'What's the science teacher doing in the Reading Lab?' I think parents need to know that all teachers should be able to teach reading skills."

With the focus of the 1968-69 ESEA program of Intensive Services to secondary schools on reading, the number of periods of "English and/or Reading" was increased to over 45 per cent of the periods of academic instruction, representing over one-third of the total periods of ESEA service.

Early in September 1968, each of the five junior high school principals selected from within his staff a "design team," which developed a feasible compensatory program design, consistent with ESEA guidelines. The District resource teacher, for junior high schools, by periodically bringing together the five on-site resource teachers for "symposiums" and planning conferences, was able to orient them to the redefined criteria for the selection of ESEA students, and to assist them in specific design tasks in the restructured junior high ESEA program.

One school staff reported:

> "With the inspiration and leadership of the District resource teacher, the team developed a curriculum and organizational structure which is operational just this term. The plan is task-directed, including diagnosis through the LAMP Diagnostic Inventory, prescription and remediation in terms of behavioral objectives which are being evaluated continually by the Bureau of Research of the San Francisco Unified School District. Intermediate feedback from students and teachers indicates that our ESEA students should perform significantly better on the Gates-MacGinitie Reading Test. Much has happened to bring about the improved performance of the students.
>
> "The ESEA programs on the junior high level have experienced periods of innovation and of stabilization with continuous evaluation. The design teams and the symposium for junior high school resource teachers initiated another period of innovation. Significant innovation was made in curriculum which now needs to be stabilized. Continual internal and external evaluation, of course, contributes to further revision and improvement."

As noted previously as a result of the cooperative efforts at the junior high school level, the number of class periods in which reading could be taught, (i.e., English and social studies,) was increased. The implementation of emphasis on the teaching of reading was also noted in the increased proportion (from 70 per cent to 80 per cent) of these subjects to the total of the academic offering.

It was pointed out that, by having a District ESEA resource teacher and a District ESEA evaluator working closely with the schools, the ESEA program became more consistent with the guidelines. It was recommended that ESEA programs be more actively monitored by the District ESEA personnel.

The 1968-69 school year was marked by student discontent and demonstrations at the high school and college levels, disrupting the schools and changing the tone of the schools. The immediate student concerns and needs overflowed into the classrooms. One community counselor wrote:

> "The situation has essentially been a chaotic one since the beginning of the fall semester. The general unrest and dissatisfaction of the students were evidenced in the first few days in the unwillingness of a large number of students to settle down to a program and to go to class. More students were in the halls than ever before and all attempts to correct this situation have essentially been unsuccessful, even with the addition of various hall personnel, etc. The attitude of the students also underwent a change at this time as evidenced in a critical approach to the curriculum as reflecting a white-only orientation and of a general lack of relevancy (about 80 per cent of the students at this school are black.) This attitude necessitated some change in both curriculum and approach."
>
> "The small sizes of the compensatory classes helped immeasurably to facilitate rapport and a good learning situation. This rapport became especially important in relation to the schools' eruption into turmoil and a subsequent march on the part of the students on the Board of Education. During this period, there was a great deal of hostility on the part of some of the students and the problem of rapport became paramount."

At the senior high school level, the numbers of ESEA periods devoted to community counseling were increased, reducing the total numbers of instructional periods available. In spite of this reduction in the high school academic offering, the number and percentage of "English and/or reading" classes went up, further concentrating the instructional efforts to improve reading.

Student Participation. ESEA participants were selected on the basis of underachievement in reading, with average or above intelligence (non-verbal IQ of 85 or above), and other indicators of potential such as teacher recommendation and strong parental involvement. In two junior high schools and one senior high school, at least three-fourths of the student body would be eligible for selection as ESEA participants on the basis of their reading deficiency. In these schools the students having the most potential for growth constituted the enrollment in the schools' "better" classes. In order not to disrupt the entire school program, students with lesser potential were selected.

Efforts were made to eliminate from ESEA classes the hard-core disciplinary and the emotionally disturbed students unless there was teacher approval. At one school, some of the severly disadvantaged students who were diagnosed in order to develop prescriptive methods for help were found to be educationally-handicapped students, for whom a State-reimbursed educationally handicapped program will be brought into the school in the fall semester, 1969.

Efforts were made to keep student program changes into and out of the program to the minimum. Students whose behavior prevented reasonable functioning of compensatory classes, or who were not progressing adequately because of lack of effort, poor attendance or other disruptive factors were eliminated from the program. Finally, students currently enrolled in the ESEA program and incoming students who had been in compensatory programs in the feeder schools had priority for placement in the ESEA program.

The following are some excerpts from teacher and community worker comments concerning the students involved in the 1968-69 ESEA program:

Seventh grade girl (1 semester ESEA)

"A student who 'bloomed' in Compensatory"
(Note grades:

	Eng./Read	Soc. Studies	Math
Fall '68	D/U	D/U	D/U
ESEA Spr. '69	A/S	A/S	B/S)

Eighth grade boy (4 semesters ESEA)

"A good leader, very helpful to his classmates. A good worker. Completes all his assignments. Received Outstanding Citizen Award for H8 boy. Always courteous and well mannered, eager to help. He has made himself useful in tutoring his classmates on occasion. Very slow in thought process and behavior, but sensitive and aware of the deeper meanings of concepts."

Eighth grade girl with 53 days absent (1 semester ESEA)

"Good head. No disciplinary problem. If only we could get her to school more. Bad attendance record."

Ninth grade boy -- 31 days absent (1 semester ESEA)

"Severe attendance problem and reading disability. Cheerful disposition. Mature, though small. Has a great deal of family responsibility."

Seventh grade boy (2 semesters ESEA)

"Mother when informed that J... has been doing outstanding work acted somewhat surprised."

Enrollment. By comparing the totals for the "fall semester only" and the "spring semester only" in the following charts, it is evident that, about one-half of the ESEA participants of each semester were enrolled in the compensatory program for a full year. By comparing the grade levels within both secondary divisions, it is also evident that in the spring semester, there was a shift of enrollment priority to the incoming and/or lower grade students. Since significant growth toward certain objectives may require a sequence of learning experiences over several semesters, the total numbers of seventh and tenth grade ESEA participating students were maximized. Seventh grade "spring semester only" enrollments were greatly increased to conform to the proposed guidelines.

ESEA JUNIOR HIGH SCHOOL STUDENT PARTICIPATION BY GRADE LEVEL

Entering Grade Level	Fall Semester Only	Spring Semester Only	Both Semester Only	Total
Low 7	47	135	80	262
High 7	55	57	62	174
Low 8	36	54	86	176
High 8	52	74	52	178
Low 9	96	44	59	199
High 9	83	57		140
Totals	369	421	339	1,129

ESEA SENIOR HIGH SCHOOL STUDENT PARTICIPATION BY GRADE LEVEL

Entering Grade Level	Fall Semester Only	Spring Semester Only	Both Semester Only	Total
Low 10	75	81	79	235
High 10	71	93	58	222
Low 11	81	25	75	181
High 11	42	36	47	125
Low 12	43	19	29	91
High 12	34	12	2	48
Totals	346	266	290	902

Indications that individual schools were approximating the proposed quota of student participation can be seen in the following table, showing that some schools had to increase their enrollments, while others had to make reductions. Generally, the total enrollments each semester were less than the total proposed participation, although the unduplicated count of student participants (previous tables) were more.

ESEA STUDENT PARTICIPATION TOTALS BY SCHOOL

Junior High School	Fall '68	Spring '69	Proposed
A	101	148	180
B	70	146	180
C	232	157	180
D	178	187	180
E	127	122	180
Total	708	760	900

Senior High School	Fall '68	Spring '69	Proposed
X	128	132	180
Y	300	214	200
Z	204	201	220
Total	632	547	600

3.4 SECONDARY STUDENT OPINION SURVEY

A questionnaire was developed to discover the attitudes of secondary ESEA students toward themselves, their school, their classmates and teachers, as well as some facts about them and their future aspirations. The questionnaire was given to ESEA students at the end of each semester of the 1968-69 school year. In the spring semester, the question "Did you take any ESEA compensatory classes last semester?" was added. The responses made it possible to divide students into two groups, and to reveal differences between the responses of the "two semester" and "one semester" students. Twice as many two-semester senior high students filled out the questionnaire in May as did their one-semester classmates. In comparison, 58 per cent of the May junior high respondents were two-semester ESEA students.

Student discontent and the higher rate of absenteeism in ESEA senior high schools are reflected in the smaller percentages of senior high school returns, especially in the spring semester. In one high school, 46 out of 205 students acquiesced in filling out the questionnaire.

PER CENT OF ESEA STUDENTS RESPONDING TO THE QUESTIONNAIRE:

	Fall 1968	Spring 1969
Junior High	78%	77%
Senior High	63	40

Educational Aspirations. Being closer to graduation, senior high ESEA students are more confident of completing their secondary education than are their junior high counterparts. Most secondary students plan to continue their education after high school. Perhaps the educational aspirations of the 60 to 70 per cent of secondary students who reported spending less than 31 minutes per day in study may wither for lack of properly-developed study habits. There are no substantial differences between the fall and spring total respondents, or between the one-semester and two-semester ESEA students with respect to their educational aspirations and study habits, as reported in the chart on the following page.

Occupational Interests and Aspirations. The 1965 U.S. Department of Labor's Dictionary of Occupational Titles, assigns all occupations among nine general categories. Each of the nine categories is subdivided and re-subdivided so that any job can be pin pointed. Familiarization with the nine occupational categories and their subdivisions makes it possible to classify the student responses to questions concerning the type of work they would like to do now or during their working life. For example, a student who wants to be a keypunch operator would be categorized under the "Computing and Account-Recording Occupations" division of the "Clerical and Sales Occupation" category; a student who wants to be a truck driver would be categorized under the "Motor Freight Occupations" of the "Miscellaneous Occupations" category.

EDUCATIONAL GOALS AND HOME STUDY TIMES OF ESEA SECONDARY STUDENTS

	Per Cent of Students							
	Junior High				Senior High			
	Total		Spring Only		Total		Spring Only	
	Fall	Spring	Two Semesters	One Semesters	Fall	Spring	Two Semesters	One Semesters
Number of Students	(550)	(581)	(334)	(247)	(3[illegible]7)	(217)	(141)	(76)
HOW SURE ARE YOU THAT YOU WILL GRADUATE FROM HIGH SCHOOL?								
I know I will	27%	31%	28%	34%	53%	49%	53%	39%
I am fairly sure	22	24	23	25	24	28	27	31
I don't know	40	36	38	32	18	18	15	25
I may not	3	5	6	3	2	2	3	1
I know I won't	2	2	3	1		1	1	1
No or Multiple Response	6	3	2	6	3	1	1	1
IF YOU HOPE TO CONTINUE YOUR EDUCATION AFTER HIGH SCHOOL, DO YOU PLAN TO:								
Attend a technical school like John O'Connell?	14%	13%	15%	9%	8%	10%	10%	11%
Attend a junior college like City College?	31	32	29	37	41	36	40	30
Attend a four year college or university like S. F. State or Cal.?	26	25	25	25	18	23	18	32
I do not plan to continue my education.	18	17	18	16	17	20	20	18
No or Multiple Response	11	12	12	12	16	10	12	7
HOW MUCH TIME EACH DAY DO YOU USUALLY STUDY OUTSIDE OF SCHOOL?								
No time	21%	20%	19%	21%	18%	23%	23%	27%
1 to 15 minutes	20	21	20	22	18	18	17	21
16 to 30 minutes	21	27	30	23	24	22	24	18
31 to 60 minutes	15	15	15	15	20	21	20	21
More than an hour	18	13	13	14	17	11	13	7
No Response	5	4	4	5	3	3	3	6

The following graphs and charts show that the two most popular occupational categories for both the junior and senior high students for jobs which students would like to have now are in the "Clerical and Sales" and "Service" areas. The most popular occupational categories for work that both ESEA junior high and senior high students would like to do during their working life include the "Professional/Technical/Managerial" as well as the "Clerical and Sales" and "Service" occupations.

The 18 per cent of one-semester ESEA senior high students who want "Professional/Technical/Managerial" jobs now may reflect the American optimism that anything is possible, may reflect a naivete about prerequisites for such jobs, or may reflect the drive and competence of this small group of 15 students (eleven boys and four girls). Considering that ESEA students generally are members of communities with a high percentage of unemployed adults, the interest of many ESEA students in "Clerical and Sales" and "Service" occupations may represent an elevated aspirational level. On the other hand, students may be choosing these occupational areas principally because they are highly visible types of work.

Current Work. Not all students who answered the question "Do you work" affirmatively, answered the question "If you work, how many hours per week?" The total number of working students is based on the "yes" responses to "Do you work?" Classified as "no response" were omitted responses and also general remarks such as "I don't know," "a job that pays good money," "any kind of work," and "it really doesn't matter, I just want to work."

About one-fourth of the ESEA students indicated that they work. Of these working students, 15 per cent of the junior high students and 40 per cent of the senior high students claim to be engaged in some school-sponsored program, such as work-study program, as a paid student aide and/or as a member of the Neighborhood Youth Corp. The large majority of employed students work outside of school hours; a few students indicate that they work more than 30 hours a week, although most students report that they work 15 hours a week or less. Of this latter group, several said that they would prefer jobs with more hours and/or with regular hours.

Although few students responded that they had talked with their job counselor, the large majority of students indicated that they would like a job. The full-time job counselors in the senior high school are easily accessible, but the junior high part-time job counselors have additional assignments and are much more difficult to contact. The limited number of working students, in contrast to the large number of students desirous of work, reiterates the growing problem of providing job opportunities to youth.

Of the 40 per cent of senior high students not knowing, or not indicating, what kind of work they would like to do now -- if they could get a job three-fourths were males. Of the 30 per cent not knowing or not indicating what type of work they would like to do during their working life, two-thirds were males. This same pattern was repeated at the junior high level.

The lack of response to the questions concerning the work interest of ESEA students suggests the need for more emphasis on the objective of raising the occupational and/or educational levels of students, and of males especially. Perhaps, if more job opportunities were available, more students would know what occupational areas interested them.

OCCUPATIONAL PREFERENCES OF JUNIOR HIGH ESEA STUDENTS

NNNNN = What type of work would you like to do Now?
LLLLL = What type of work would you like to do during your working Life?

Per Cent of Responses (N=550) Fall 40 35 30 25 20 15 10 5	%	OCCUPATIONAL PREFERENCES *	%	Per Cent of Responses (N=334) Spring - Two-Semester Students Only 5 10 15 20 25 30 35 40
NNNNN	5	Professional,	7	NNNNNNN
LLLLLLLLLLLLLLLLLLLLLLLLLLL	27	Technical, Managerial	23	LLLLLLLLLLLLLLLLLLLLLLL
NNNNNNNNNNNNNNNNNNNNN	21	Clerical and Sales	18	NNNNNNNNNNNNNNNNNN
LLLLLLLLLLLLL	13		11	LLLLLLLLLLL
NNNNNNNNNNNNNNNNNNNNNNNNNNN	27	Service	28	NNNNNNNNNNNNNNNNNNNNNNNNNNNN
LLLLLLLLL	9		13	LLLLLLLLLLLLL
	0	Farming, Fishery	0	
LL	2	Forestry, and Related	0	
	0	Process	0	
	0		0	
NNN	3	Machine Trades	2	NN
LLLLLLLL	8		8	LLLLLLLL
	0	Bench Work	0	
LL	2		0	
NN	2	Structural Work	1	N
LLL	3		4	LLLL
NNNN	4	Miscellaneous	2	NN
LLLLLLLL	8		4	LLLL
NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN	38	No Response	42	NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
LLLLLLLLLLLLLLLLLLLLLLLLLLLL	28		35	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL

*Occupational Classifications as designated and described in the Dictionary of Occupational Titles, Volume II, U. S. Department of Labor, 1965

OCCUPATIONAL PREFERENCES OF SENIOR HIGH ESEA STUDENTS

NNNNN = What type of work would you like to do Now?
LLLLL = What type of work would you like to do during your working Life?

Per Cent of Responses (N=397) Fall	%	OCCUPATIONAL PREFERENCES *	%	Per Cent of Responses (N=141) Spring - Two-Semester Students Only
40 35 30 25 20 15 10 5				5 10 15 20 25 30 35 40
NN	2	Professional, Technical, Managerial	4	NNNN
LLLLLLLLLLLLLLLLLLLLLL	22		18	LLLLLLLLLLLLLLLLLL
NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN	37	Clerical and Sales	35	NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
LLLLLLLLLLLLLLLLLLLL	20		21	LLLLLLLLLLLLLLLLLLLLL
NNNNNNNNNNNN	12	Services	9	NNNNNNNNN
LLLLLLLLLL	10		8	LLLLLLLL
	0	Farming, Fishery, Forestry, and Related	0	
	0		1	L
	0	Process	0	
	0		0	
NNN	3	Machine Trades	2	NN
LLLL	4		1	L
	0	Bench Work	1	N
	0		1	L
N	1	Structural Work	3	NNN
LL	2		3	LLL
NNNNN	5	Miscellaneous	0	
LLLLLLLLLL	10		8	LLLLLLLL
NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN	40	No Response	46	NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN(46%)NNNNNN
LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	32		28	LLLLLLLLLLLLLLLLLLLLLLLLLLLL

*Occupational classifications as designated and described in the Dictionary of Occupational Titles, Volume II, U.S. Department of Labor, 1965

The following shows the percentages of working students, those desirous of work, and those that have talked with their counselors:

STUDENT RESPONSES TO QUESTIONS ABOUT WORK

	Per Cent of Students							
	Junior High				Senior High			
	Total		Spring Only		Total		Spring Only	
	Fall '68	Spr. '69	Two Sem.	One Sem.	Fall '68	Spr. '69	Two Sem.	One Sem.
Number of Students	(550)	(581)	(334)	(247)	(397)	(217)	(141)	(76)
Do you work?								
Yes	24%	25%	23%	27%	26%	19%	24%	10%
No	69	72	74	69	69	79	75	87
No Response	7	3	2	4	5	1	1	3
Would you like a job?								
Yes	80	82	82	82	76	76	74	82
No	7	5	5	6	7	8	8	6
No Response	13	13	12	9	17	16	18	12
Have you talked with the job counselor?								
Yes	10	14	15	11	30	30	31	29
No	78	83	82	85	63	65	64	68
No Response	12	3	3	3	7	4	5	3

Extra-Curricular Interest. Only two out of every five ESEA students participate in any sort of extra-curricular activity. Over 80 per cent of such participants are involved in one or more sports. There are no appreciable differences between the fall and spring, or between two-semester and one-semester students,in their participation in extra-curricular, school-sponsored activities.

PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES BY ESEA SECONDARY STUDENTS

Per Cent of Students

	Junior High				Senior High			
	Total		Spring Only		Total		Spring Only	
	Fall '68	Spr. '69	Two Sem.	One Sem.	Fall '68	Spr. '69	Two Sem.	One Sem.
Number of Students	(550)	(581)	(334)	(247)	(397)	(217)	(141)	(76)
Extra-Curricular Activity Participation	37%	43%	45%	41%	39%	41%	42%	39%

School Course Preferences. Least favorite academic subjects were found to be English, social studies and mathematics, while P.E./R.O.T.C and homemaking/industrial arts were the favorite subjects. English and science were about equally favored and disfavored by both junior and senior high students, although more one-semester junior high students favored English, and more one-semester senior high students favored science.

Strikingly apparent are the smaller junior high percentages of "no response," suggesting that the junior high ESEA students have a stronger feeling about their courses than do the senior high ESEA students. The more frequent "no responses" to the question of least favorite course may indicate that compensatory students like their courses more than they dislike them, especially since specifying least favorite courses does not necessarily imply a course is disliked.

Considering that the academic subjects are the least favorite courses of ESEA students, that one-half hour or less is spent on out of school study, and that the ESEA students' aspirations in the Professional/Technical/Managerial, Clerical and Sales, and Service occupations, perhaps students should be made more aware of the prerequisites and requisites for their educational and vocational aspirations.

Student Periods of ESEA Participation. The two-semester students indicated a higher concentration of participation in the ESEA program, while a higher proportion of junior high students had, at least, the proposed two-period minimum involvement in ESEA than did the senior high students.

SCHOOL COURSE PREFERENCES OF JUNIOR HIGH ESEA STUDENTS

CCCCC = What are your two favorite Courses?
LLLLL = What are your two Least favorite courses?

Per Cent of Responses (N=550) Fall 40 35 30 25 20 15 10 5	%	COURSES	%	Per Cent of Responses (N=334) Spring - Two-Semester Students Only 5 10 15 20 25 30 35 40
CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC	36	English	29	CCCCCCCCCCCCCCCCCCCCCCCCCCCCC
LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	35		36	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
CCCCCCCCCCCCCCCCCCCC	20	Social Studies	27	CCCCCCCCCCCCCCCCCCCCCCCCCCC
LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	40		32	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
CCCCCCCCCCCCCCCCCCCCCCCCCCCC	28	Mathematics	25	CCCCCCCCCCCCCCCCCCCCCCCCC
LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	41		45	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL(45%)LLLL
CCCCCCCCCCCC	12	Science	8	CCCCCCCC
LLLLLLLLLLLLLLL	15		11	LLLLLLLLLLL
CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC	33	P.E./R.O.T.C	33	CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC
LLLLLLLLLLLL	12		12	LLLLLLLLLLLL
CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC	36	Homemaking, Industrial Arts	42	CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC
LLLLLLLLL	9		10	LLLLLLLLLL
CCCCCCCC	8	Business	9	CCCCCCCCC
LLLLL	5		4	LLLL
CCCCCCCCCCCCCCCCCC	18	Art/Music/Drama	15	CCCCCCCCCCCCCCC
LLLLLLLLLLLLLLL	15		12	LLLLLLLLLLLL
C	1	Foreign Language	0	
	0		1	L
	0	Other	2	CC
	0		0	
CCCCCCCC	8	No Response	10	CCCCCCCCCC
LLLLLLLLLLLLLLLLLLLLLLLLLLLL	28		37	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL

SCHOOL COURSE PREFERENCES OF SENIOR HIGH ESEA STUDENTS

CCCCC = What are your two favorite Courses?
LLLLL = What are your two Least favorite courses?

Per Cent of Responses (N=397) Fall 40 35 30 25 20 15 10 5	%	COURSES	%	Per Cent of Responses (N=141) Spring - Two-Semester Students Only 5 10 15 20 25 30 35 40
CCCCCCCCCCCCCCCCCCCCCCCCC	25	English	20	CCCCCCCCCCCCCCCCCCCC
LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	33		19	LLLLLLLLLLLLLLLLLLL
CCCCCCCCCCCCCCCCCCCCCCC	23	Social Studies	21	CCCCCCCCCCCCCCCCCCCCC
LLLLLLLLLLLLLLLLLLLLLLLLLL	26		31	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
CCCCCCCCCCCCCCCCCCCCCC	22	Mathematics	20	CCCCCCCCCCCCCCCCCCCC
LLLLLLLLLLLLLLLLLLLLLLLLL	25		20	LLLLLLLLLLLLLLLLLLLL
CCCCCCCCCC	10	Science	13	CCCCCCCCCCCCC
LLLLLLLLLLLL	12		15	LLLLLLLLLLLLLLL
CCCCCCCCCCCCCCCCCCCCCCCCCCCC	28	P.E./R.O.T.C.	37	CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC
LLLLLLLLLLLLLLLLLLLL	20		18	LLLLLLLLLLLLLLLLLL
CCCCCCCCCCCCCCCCCCCCCCCCCC	26	Homemaking, Industrial Arts	26	CCCCCCCCCCCCCCCCCCCCCCCCCC
LLLLLLLLLLL	11		11	LLLLLLLLLLL
CCCCCCCCCCCCCCCCCCC	19	Business	24	CCCCCCCCCCCCCCCCCCCCCCCC
LLLLLLLLLLLLLLLLLL	18		8	LLLLLLLL
CCCCCCCCCCCCCCCCC	17	Art/Music/Drama	15	CCCCCCCCCCCCCCC
LLLLLL	6		4	LLLL
CCCCCCC	7	Foreign Language	4	CCCC
LLLLLLLLLLLL	12		15	LLLLLLLLLLLLLLL
CCCCCCC	7	Other	5	CCCCC
LLLLLL	6		1	L
CCCCCCCCCCCCCCCC	16	No Response	20	CCCCCCCCCCCCCCCCCCCC
LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	36		67	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL(67%)LLLLLLLL

NUMBERS OF ESEA CLASSES IN WHICH SECONDARY STUDENTS WERE ENROLLED

	Per Cent of Students			
	Junior High		Senior High	
	Two Semester	One Semester	Two Semester	One Semester
Number of Students	(334)	(247)	(141)	(76)
HOW MANY ESEA COMPENSATORY CLASSES ARE YOU IN THIS SEMESTER?				
1	7%	10%	23%	26%
2	43	45	57	47
3 or more	45	36	14	14
no response	4	9	6	12

Student Self-Rating Form. One portion of the questionnaire solicited the student's feelings about himself, his classes, classmates, school, and teachers. The tables which follow compare fall semester student responses with the spring semester responses of those students who had been in the ESEA program for an entire year. Out of the twelve questions (#22-#34) asking the students how well they feel they do in specific skill areas, such as spelling, arithmetic, sentence writing, oral reading, etc., the one-year participants were generally more responsive (i.e., showing fewer "no responses") and somewhat less positive in rating their skills than were the fall semester respondents. The attitudes and self-ratings of one-semester and two-semester students reported in the spring were similar to each other and to the fall overview. The following are some of the feelings reflected in the questionnaire.

Table	Item	
3.4.1, 3.4.2	21	Secondary students feel that, if they work hard, they will be able to do well in school and
	15	will have an equal chance for success.
	13	Most students indicate that their teachers grade them and
	9	treat them fairly more often than "sometimes."
	8	Most mark that their teachers are good teachers, and
	11	that their teachers really care how well they do in school more often than "sometimes."
	14	ESEA students (who completed the questionnaire during the one period of their English/Reading class) seemed to enjoy their English/Reading class more often than "sometimes."

Table	Item	
3.4.1, 3.4.2	12	Yet the majority of the students indicated that their teachers understand them "never or almost never" or only "sometimes."
		(Several teachers commented that the students' reaction to this question was an "eye-opener" to them, and some said that, after working so long and hard with their students, it was a painful realization, especially since most were experienced, volunteer ESEA teachers.)
	18	Three out of every five students view themselves as getting along with their classmates and
	19	making friends easily more often than "sometimes."
	20	When asked how often they "behave in a gentlemanly or lady-like manner in class," the most common response of junior high school students was "sometimes," while the most common response of the senior high student was "always or almost always."
	4	Between one-third and one-half of the students indicate that they understand written directions, or
	3	directions given aloud by teachers only "sometimes."
	5	Seven out of every ten students indicate that they do their classwork more often than "sometimes," and
	16	most respondents feel that being in ESEA compensatory classes is helping them (with no substantial differences between one-semester and two-semester students answering this question in May.)
	22-34	"All right" was the most common student self-rating of their skills.
	29	Of the "I could do better" category, two areas having the highest per cent of responses were "library reference skills" and
	27	"spelling." Higher percentages of senior high students indicated a felt deficiency by marking "I could do better," in the areas of spelling,
	30	sentence writing,
	24	reading aloud,
	25	reading comprehension, and
	29	library reference skills, than did the junior high school students.
	22	More junior high students felt that they could improve their skills in following directions than did high school students.

3.5 THE SECONDARY TEACHER OPINION SURVEY

A secondary teacher questionnaire was developed to find out facts about the ESEA classroom teachers, their personal appraisal of the operation of the program, their needs within their classes and their opinions of the degree to which their needs were met through the ESEA Title I Program. Teacher opinions were surveyed in December and May.

PER CENT OF ESEA CLASSROOM TEACHERS RESPONDING TO THE QUESTIONNAIRE

	Fall '68	Spring '69
Junior High School	87%	100%
Senior High School	83%	85%

Most ESEA secondary teachers have been in their particular school more than a year. About one-half of the junior high school ESEA teaching staff have had more than three years of teaching experience, and about one-third have taught in the San Francisco Unified School District for more than three years. At the high school level, 70 per cent of the teaching staff have had more than three years of teaching experience, and about two-thirds have taught in the local District for more than three years.

TEACHING EXPERIENCE OF ESEA CLASSROOM TEACHERS

	Per Cent of Jr. High Teachers		Per Cent of Sr. High Teachers	
	Fall '68	Spr. '69	Fall '68	Spr. '69
Years of Teaching Experience				
1 year or less	18%	15%	10%	4%
2 - 3 years	25	38	20	21
4 - 7 years	26	21	33	46
8 or more years	29	26	37	29
No response	2			
Years Taught in S.F.U.S.D.				
1 year or less	28	37	13	18
2 - 3 years	29	29	23	18
4 - 7 years	15	15	30	39
8 or more years	25	18	33	21
No response	3	1		4
Years Taught in Present School				
1 year or less	37	47	30	39
2 - 3 years	25	25	17	14
4 - 7 years	17	15	30	36
8 or more years	18	13	23	7
No response	3			4

One-half of the ESEA teachers indicated that they had been ESEA classroom teachers during previous semesters, and between two-thirds and nine-tenths of the staff had expressed "a willingness to teach ESEA classes."

PREVIOUS ESEA EXPERIENCE AND EXPRESSION OF WILLINGNESS FOR ESEA ASSIGNMENT

	Per Cent of Jr. High Teachers		Per Cent of Sr. High Teachers	
Have you been an ESEA teacher before?	Fall '68	Spr. '69	Fall '68	Spr. '69
Yes	49%	59%	43%	57%
No	49	40	57	36
No response	2	1		7
Did you express a willingness to teach ESEA classes?				
Yes	68%	70%	77%	89%
No	25	24	13	4
No response	8	6	10	7

To discover secondary ESEA teachers' opinions about, and personal appraisal of, the operation of the ESEA program within their schools, a questionnaire was developed. The following is a summary of the results given in full in Table 3.5.1 in the appendix at the end of this chapter.

Table	Item	
3.5.1		Qualities ESEA Teachers Consider Desirable.
	8	High school teachers stated more emphatically (94 - 100%) than did the junior high school teachers (75 - 86%) that "staffing of ESEA compensatory classes should be restricted to those teachers who express a desire to participate in the program."
	1	When asked to indicate three "most important" or three "least important" qualities an ESEA teacher should have, senior high school teachers had greater agreement among themselves than did their junior high school colleagues.
	1c	Out of the nine qualities described in # 1, the two that more than half the junior and senior high teachers judged as "most important" were "understanding of the environment of the disadvantaged" and
	1h	"interest in trying new methods and materials."

Table Item

3.5.1 **Qualities ESEA Teachers Consider Desirable.** (cont'd)

4d 60 per cent of the junior high teachers, and 75 per cent of the senior high teachers felt that because of the ESEA program, they were better able "to understand the environment of the culturally disadvantaged." (1e, 1c)

1a "Affection for students" was also deemed a "most important" quality for ESEA teachers.

4e The number of secondary teachers who felt that teachers were able to develop at least some empathy toward persons of different cultural backgrounds because of the ESEA program increased from three out of five to as much as four out of five.

12 1b Yet the opinion of students that their teachers do not understand them and their problems and the emphatic indication of high school ESEA classroom teachers that "empathy toward persons from different cultural backgrounds" is a most important ingredient for a compensatory teacher, can't but evoke the question: Are high school ESEA teachers sensitized to their deficiences in attaining rapport with their students?

1i Since many teachers didn't indicate three "least important" qualities, "skill in audio-visual techniques" is the only quality that the majority of junior and senior high teachers considered "least important."

1d The majority of senior high compensatory teachers cited "maintenance of discipline" as a "least important" skill for compensatory teachers, substantiating the high school students' opinion of themselves that they "behave in a gentlemanly or ladylike manner in class."

3.5.1 **Instructional Materials and Equipment.**

11 With ESEA funds available since 1966, the ESEA audio-visual materials and equipment at each of the schools includes almost all the eleven listed items.

11 and 12 It is interesting to note that some teachers found a given item very useful, while other teachers at that school indicated the same item was not available. After this finding was discussed with the school-site resource teachers, a concerted effort was made to familiarize the new teachers with the ESEA resources. As a result, the number of "not available" responses was reduced in the May survey.

11a 60 to 70 per cent of the teachers used the duplicating machine "a great deal."

> "Since we were unable to get those materials which would be appealing and really useful much teacher time was spent on creating materials."
>
> "After finding students turned off by long or baby stories, we started typing two-page ditto stories selected for their urban themes and taping longer, but more interesting, stories."

Table Item

3.5.1 Instructional Materials and Equipment. (cont'd)

11c One-half of the senior high teachers used the "film projector and/or individual film strip previewer" and

11b the "motion picture projector" "a great deal."

> "Because of the students' readiness to identify with a non-white culture, films depicting the American Indian and his culture were used in an English class, to broaden the students' knowledge of ethnic groups. Writing assignments were then made, based on these films. Films on other groups would be of value. At the present time, however, films on the Indians are most available."

> "To help compensatory teachers incorporate materials about minority groups in their lessons, we used 17 film strips and records from Warren Schloat Productions, Inc. on a preview basis. The films delt with Negroes, Indians, Latins, and Jews. The materials were new and relevant to the most pressing problem of the students--race."

3.5.1 Program Participation and Teacher Change.

4a Because of the ESEA program, increasing numbers of teachers were able "to share among the staff members improved techniques for reading and language development" which by spring had reached the proportion of more than four out of five teachers.

4c Between 60 and 70 per cent of the teachers were able "to observe and exchange successful ideas and techniques" at their schools.

4b The majority of junior high teachers and three-fourths of the senior high teachers had increasing opportunities "to examine, evaluate and select the best new materials."

4f One-half to three-fourths of the teachers noticed at least "some" increase, because of the ESEA program, in "interest in using community resources, guest speakers, enrichment trips, etc."

4g But even with the ESEA program, between 60 and 80 per cent of the classroom teachers had little or no opportunity to become involved with parents of ESEA students.

3.5.1 Program Contributions to Student Opportunities.

3a Senior high teachers (67 - 89%) observed "some" or "a great deal" of improvement, while junior high teachers (65 - 79%) noticed only "some" or "little" improvement for their students "to have cultural enrichment contacts,"

3b "to become aware of educational and occupational opportunities" and

3c "to be exposed to materials which illustrate the many contributions of minority groups."

Table	Item	
3.5.1		Program Contributions to Student Opportunities. (cont'd)
	7	ESEA teachers generally expect more improvement in their ESEA students than they would normally expect of them in their regular classes,
	5	have varying objectives, depending upon the type of students in their classes, and
	13b	feel that the ESEA students ought to be graded "on the basis of the student's individual growth."
		Program Effect Upon the Teaching Process.
	9c	The factors that present "a great deal" of a problem for one-third or more of the secondary teachers are the "curriculum" and
	9d	"materials" better suited to the students, and
	9j	the "time" required for things other than teaching;
	9a	more than one-third of the junior high teachers have "a great deal" of difficulty providing for individual differences and
	9b	more than one-third of the senior high teachers have "a great deal" of difficulty motivating students.
	2	The restructuring of the junior high ESEA program in the spring semester produced more positive appraisal of the ESEA program effects in the classroom during the spring semester.
	2i	The majority of secondary teachers agree that the ESEA program has provided "a great deal" of opportunity "to work with selected students who need remedial help."
	2g	Between one-third and one-half of the junior high teachers feel that the ESEA Program has been "a great deal" of help to them in the areas of diagnosis,
	2h	classroom control and management, and
	2a	in the creation of an environment conducive to student learning.
	2k	Student attitude toward authority is the area that shows least improvement in the opinion of both junior and senior high teachers.
		Program Effect Upon Student Behavior.
	10	Junior high teachers observed more improvement in their ESEA students' behavior than did the high school teachers.
	10e	Three-fourths of the teachers noticed "some" or a "great deal" of improvement in the students' "willingness to ask for help" and
	10d	in their "participation in class discussions."

Table 3.5.1 Item

Program Effects Upon Student Behavior. (cont'd)

10b Over three-fourths of the junior high teachers were able to observe improvement in the students' citizenship,

10c their attentiveness in class, and

10a their lack of major discipline problems leading to suspension, truancy, etc.

Contributions of Auxiliary Service.

12c By May the school-site resource teachers had been helpful to over 80 per cent of the ESEA staff, and were considered "a great deal" of help by 20 per cent more teachers in the spring semester than in the fall.

12e The ESEA counselors in the senior high schools specified in the program guidelines were found helpful by three-fourths of the classroom teachers by May. In December 40 per cent of the teachers had not realized that their ESEA students had a special counselor.
co

12g The reading laboratories, which were mainly at the high school level, were unknown to 37 per cent of the teachers and possibly more (17 per cent no responses)in December, but were found and used by at least 60 per cent of senior high teachers by May.

3.6 ANCILLARY SERVICES: STRENGTHS, LIMITATIONS, RECOMMENDATIONS

Ancillary services represented 34 per cent of the fall and 20 per cent of the spring ESEA periods of service. These supportive ESEA services were devoted to community relations, curriculum development, attendance improvement, counseling of students, in-service which emphasized orienting secondary subject teachers as teachers of reading, and having a school site resource person available for ESEA teachers.

The following is a compilation of the views of the ancillary personnel concerning the strengths and limitations of their service, with recommendations for changes.

Strengths. The ancillary services made it possible for ESEA teachers to work more efficently and effectively with their students by:

giving the teachers opportunity to know every student and to give individual help to those students with problems

stimulating and facilitating classroom innovations

supporting and assisting teachers

obtaining, training and supervising aides

obtaining, selecting and/or creating appealing and appropriate materials

being liaison between teachers and counselors and central office staff

keeping the ESEA staff aware of ESEA facilities and resources

contacting parents

articulating pupil programming

As one high school resource teacher commented:

> "Probably the ESEA program has been most effective in helping to promote teacher metamorphosis from experts in subject content to facilitators in guiding the educational process and providing opportunities for innovation without the complications of large class size. Thus, the program actually functions as a catalytic agent by disseminating information, encouraging experimentation, supplying a supportive environment to maintain teacher morale, and ultimately leading to implementation of constructive basic changes in curriculum throughout the school."

The continued use of aides for classroom help, for tutoring and for assisting in the reading laboratories is of unquestioned value.

> "Our aides were, fortunately, very bright young people who worked creatively and patiently with the children. They had many personal contacts with the teachers as well as parents. They were exposed to activities under a teacher's supervision initially, but were able to continue independently very shortly thereafter."

> "The importance of aides cannot be emphasized enough. Their work really 'saved' quite a few youngsters and enhanced the school day for others... The aides gave the program a lift in morale that it would simply have lacked had they not participated."

Being a classroom aide has been so "relevant" an experience to some aides that they have decided to become teachers, have gone back to school and/or have started taking an active interest in their children's education. As a budgeting consideration, aide service comes at bargain rates of $1.61 or $1.81 per hour. It is recommended that each teacher have the service of at least one aide.

Limitations of the Program and Recommendations for Change. The insufficiency of funds is viewed as the major limitation of the program and is seen as the root of a variety of unfulfilled needs.

If the main purpose of the ESEA program is to improve students' reading skills, there needs to be a solid commitment to ending the partial and/or sporatic nature of the program. One ESEA resource teacher wrote about ESEA funding in general as follows:

> "The possibility that the ESEA funds for junior high schools of the San Francisco Unified School District will be discontinued next school year leaves me aghast. This semester the ESEA Module at P...Junior High is functioning more efficiently and effectively than it ever has before...
>
> "How much of the value of the ESEA Programs in the elementary schools would be lost by returning ESEA students to regular junior high school classes, larger in size and taught by teachers who are not as proficient in the use of the innovative methods and communication skills of the program? How demoralizing would it be for teachers who have worked diligently and faithfully to develop the background, skills, the general proficiency found in the ESEA Program!"
>
> "I realize the difficulty of establishing priorities for the allocation of limited resources among unlimited demands, but now is the time when the newly-designed program at P... is developing very well -- when positive results are already visible. Consider the stabilization factor of the ESEA Programs in the target schools in this time of student and community unrest. Surely some other plan can be devised for the distribution of funds so that P... Junior High School can continue to have its vital, productive ESEA Program."

The nature of students' reading achievement at some schools indicates the need for school-wide reading programs. For example, a program for 63 junior high students reading below second grade level had 23 (mostly ninth grade) volunteer tutors paired with them. The individualized learning activities made the students feel that they had gained considerably from the program because they weren't under pressure to perform all the time and could work at their own rate. This program had to be dropped because most of its students were not designated ESEA participants.

The following, written by a resource teacher on the need for funding a school-wide reading program, reflects the comments of many.

> "Ninety per cent of our student body is actually compensatory. We need a much more massive dose of materials and funds than at present. Since we are unable to purchase items in a quick and flexible manner, and since we are unable to really get those materials which would be appealing and really useful, too much teacher time is spent in creating materials on the spot for use today. Because of such limitations, instruction, planning, and general implementation suffer. You cannot ask people to teach (students) to read, often from the beginning, without providing materials and funds on a much broader and more flexible basis. Some of our teachers end up purchasing their own materials, especially those which they want to use on an experimental basis.
>
> "If we are really going to have such a program as ESEA, for the sole purpose of improving reading, I think that a school like R... needs to practically abolish the regular curriculum, drop everything, and really teach these kids how to read. The way things are done now, with the main problem of personnel, mostly untrained because they are secondary teachers in the finer points of remedial reading, very little progress is shown.
>
> "To be responsible for an ESEA Program in a school like R... is a horrendous thing, but I am willing to accept the challenge as long as I know that I will get the support for teachers and students which the program seems to dictate. It is useless to hold in-service which teases and frustrates teachers, since they know they will not be able to use the materials presented.

Because of the enervating demands, psychological, emotional and physical on teachers of ESEA classes, many teachers cannot accept a teaching program entirely devoted to ESEA students and do not remain in the compensatory program for years. As a result, the ESEA staffs are large and changing. With ESEA teacher turn-over so high, improved teaching facility gained from ESEA in-service is disseminated throughout the school, causing beginning compensatory teachers to view intensive in-service as crucial to their doing a good job and causing them to feel that on-site in-service efforts are insufficient. However, there needs to be even more in-service training for junior and senior high compensatory teachers if they are to become teachers of reading. Although the in-service program at each school has been intensified, the existence of on-site in-service program in the midst of many other school activities and responsibilities in these difficult times is a credit to the interest of teachers in improving their effectiveness and an indication of their support of the program. The teachers appreciated and praised those resource people who talked to them, mostly during their in-service lunch sessions. But, "it is recommended that in-service be conducted on a more intensive basis, say two or three weeks running, with teachers actually pulled out of school for complete training in reading instruction, with lectures, demonstrations, and classroom articulation both at the site schools and at other schools." In-service is "of little value unless it applies directly to the needs and aims of the teacher." Despite the fact that "most teachers say they are too tired to take in-service courses after school," they feel an inner compulsion to do so. Several compensatory teachers said they felt they had a need for more teaching experience, for a bigger bagful of successful teaching ideas and techniques and for more direction, supervision and appreciation.

3.7 RESULTS OF QUESTIONNAIRES TO TEACHERS HAVING AIDE SERVICE

In order to assess the value of teacher aides, questionnaires were sent to all secondary compensatory and resource teachers who had utilized the services of aides (N=55).

Of significance were the replies to question 1, "In assessing the value of services given by teacher aides working in your school would you say that these services have been:"

78%	Very helpful	2%	Of little help
18%	Somewhat helpful	0.0%	Not helpful
		2%	No reply

The value of secondary school teacher aide services is rated very highly in comments from the teachers and administrators, who indicated why this is so.

This comment was made by one secondary school administrator: "The teachers here are very enthusiastic about the aides. The college students are in training to become teachers and the mothers are quite perceptive and skilled. We are very grateful for the aides in our school."

One secondary compensatory teacher stated: "The teacher aide gave individual help very successfully and assisted in emergencies by freeing the teacher to concentrate on critical problems. The Spanish-speaking aide could be understood by the Spanish-speaking students and was able to maintain a special relationship with them.

One secondary resource teacher stated: "The aide program is, to me, one of the most effective and high-potential aspects of the compensatory program. The aides who have worked with us have been seriously committed, highly motivated young people. Their relationships to students can be very significant to the children. They do not have the authority stigma that children automatically assign to teachers, and they can, therefore, work with the students in ways that make learning a very different kind of experience. Also, the individual attention inherent in an individual or small group tutorial immediately enhances the self-concepts of the students."

Most Successful Functions of Aides. The teachers indicated that the most successful functions of aides included:

Tutoring individuals and small groups with reading and special problems

Making each student's instruction personal and tailored to the individual

Checking and correcting classwork and homework assignments

Reducing discipline problems, both actual and potential, by helping the class do its work

Preparing special instructional projects on ditto masters and flash cards

Teaching Spanish-speaking students (Spanish-speaking aides)

Reviewing books and assisting the teacher in keeping records

Assisting in classroom management and helping with co-curricular activities

Operating office equipment such as the thermal master-maker

Operating the reading laboratory, preparing lab materials, and assisting students at each reading session

Training of Aides. Many of the compensatory and resource teachers felt that effective methods of training secondary aides included:

Individual conferences prior to the time when aides began their work

Concurrent conferences with aides while they are actually dealing with students

Supervised, on-the-job classroom experience

Orientation to learning problems of the students

Use of audio-lingual equipment

Clear understanding about aide's specific responsibilities in the classroom and encouragement of aides to assume these responsibilities

Observation of classroom teachers leading to willingness and confidence in accepting responsibility for working with students

Encouragement of the assumption of specific responsibilities within the class

Utilization of special talents and techniques of aides in classroom situations

In-service sessions to become acquainted with students' learning difficulties and ways to overcome them

Hours of Aide Assistance. When junior and senior high teachers were asked, "what would be the maximum number of hours per month that you would want an aide assisting you?" they replied:

Teachers Assigned Aides	Average Number of Hours that Teachers Want Aide Assistance
Junior High Resource Teacher	112 hours
Junior High Compensatory Teacher	57
Senior High Resource Teacher	120
Senior High Compensatory Teacher	60

The responses from five junior high resource teachers indicated that they felt the number of hours that teacher aides are permitted to work should be increased. Responses averaged from 31 junior high compensatory teachers indicated that they desired a reduction in teacher aide hours. Six of the compensatory teachers indicated "no opinion." Many of the compensatory teachers indicated that 70 hours or less seemed adequate for each individual, but that they would prefer an increase in the number of teacher aides.

The responses of senior high resource teachers, like those of junior high resource teachers, indicated that they felt that the aides' work should be increased. The average number of hours for which the senior high compensatory teachers wanted aide assistance was listed as 60 hours, in comparison with 57 hours indicated by junior high compensatory teachers. Secondary resource teachers, both junior and senior high, felt that aide services should be expanded, while secondary compensatory teachers felt that 70 hours seemed adequate or could be reduced by approximately 10 hours.

Results of Questionnaires to Teacher Aides. Some teacher aides indicated that they had had previous experience tutoring at community centers, had completed, or were in the process of taking, education classes at San Francisco State College or San Francisco City College, had worked as teacher aides in other cities, and had attended in-service workshops. Many had previously taught in other states and were currently studying to obtain their California teaching credentials.

Responsibilities. Teacher aide responsibilities in secondary schools included the following:

Correcting papers and recording grades

Preparing typed materials for thermal master-maker

Assisting with reading lab activities

Helping students in class with assignments

Maintaining students' progress records

Working on bulletin boards

Tutoring students with learning problems

Accompanying the teachers taking classes on field trips

Anecdotal Comments. Several comments from aides indicated why they enjoyed working with the program:

> "I like working with the students and watching the effects that special help has and I enjoy my relationships with them - their respect and trust."

"Working with students and seeing them master a subject are two of the things I like. Getting a student to participate and become interested in achieving is also most rewarding."

"I enjoy working with the children, and the experience I gain from working with them in and out of the classroom has helped me."

"I enjoy helping students, and the teachers for whom I work are great."

"By working with students, I also am able to learn at the same time."

Suggestions from Secondary Teacher Aides to Improve Aide Programs. Teacher aides listed these suggestions for future consideration:

"I suggest instruction for aides in learning patterns, culture, and behavioral differences in order to gain understanding and respect of minority students."

"Give further diversification to the role of the teacher aide, evaluate and formulate a training program designed so that the aides will know their specific responsibilities and how to accomplish them. A brief in-service course covering methods of tutoring before the aide started classroom work would be especially helpful."

"Expand in-service training to include the teachers who will later utilize teacher aide assistance. The effectiveness of an aide depends on the master teacher's use of the aide. Advising the teachers on the use of aides would improve the program."

3.8 EVALUATION OF FIELD TRIPS

ESEA enrichment funds were used by all ESEA secondary schools. Seventy-four per cent of the junior high ESEA students went on a total of 55 field trips. Eighty-one per cent of field trip participants took only one trip while the maximum number that any one class took was five. Higher percentages of eighth and ninth graders took field trips than did seventh graders. At the senior high school level, 34 per cent of students went on field trips. Of the high school students who did go on field trips, it was observed that the higher the grade level, the higher the percentage of students who went on field trips. Many of the high school field trips were to colleges and vocational schools, to increase graduating students' awareness of career and/or educational opportunities and possibilities. Eighteen high school trips were taken, with the maximum number of field trips that any one class took being six, and with 50 per cent taking just one trip.

Evaluation. Field trips were used to make students aware of experiences and opportunities which, perhaps, seemed very distant to them, such as life outside the urban setting, or available educational and vocational opportunities.

Field trips established greater rapport between students and teachers and broadened and stimulated learning in such varied areas as science (studies of tide pool life, animals around the world, ecology, and the space program), social sciences (studies in early California history, European history, medieval architecture and stained glass, and geography), mathematics (visits to an IBM exhibit), and cultural heritage (Jack London State Park, ballet, and minority cultures). Feed back and follow-up experiences gave students opportunities for vocabulary growth and improved self-expression.

Most of the results of field trips were those anticipated by teachers: enjoyment by students, translation of classroom abstractions into more concrete realities, and increased motivation for study. For an example, a junior high teacher whose class went to the planetarium, commented,

> "The speaker at the Planetarium explained many of the things the students did not understand in regard to the solar system. After this trip students seemed to be more responsive in class and more interested in class discussions."

Another junior high teacher who took a trip to a beach remarked,

> "Students were required to find and identify 18 different kinds of life. This was the most rewarding and exciting teaching experience I have ever had. The life in a tide pool has very little relation to our students and where they live, but the excitement and interest with which they collect and identify things is fantastic. Classroom work after a trip is alive and worth taking part in. When students know they will be going on a good field trip, the classwork before going is great. The only real way to teach science is with the real thing and the students' reactions show the difference."

Another result of field trips is to expose pupils to new experiences and opportunities. One trip to Big Basin State Park was a "'change of scene' for students who rarely have the opportunity to leave the city -- to see...another way of living." Cultural exchanges with a suburban school allowed for exchange of views. One senior high teacher writes:

> "The effects of the trip were positive. The students from each school seemed interested in the students from the other school and their viewpoints. The discussion sessions were informative; the students were honest and direct in their approaches and responses.
>
> The students indicated a willingness to return to the school again and also to act as hosts for a reverse visit. This trip also stimulated a request on the part of the P... students to visit another high school more similar to P... in racial make-up but in a different social setting."

Field trips experienced by some classes stimulated verbal skills and self-expression. One class on a trip to the aquarium "really tried to learn 'all those crazy fish names'," while the class who went to Big Basin produced a "genuine poetic expression of their experience, with good metaphor, simile and images in their descriptions."

Field trips also provided opportunities for building the self-image of students as well as their appreciation of others. On a trip to Mission Dolores, the teacher asked the Spanish-Latin students to read and translate the Spanish inscriptions in the historical site. It gave the Spanish students "a chance to show off their bilingual abilities in a positive light."

Field trips were, for the most part, effective in improving human relations, and this aspect was the one most appreciated by students and teachers. Class unity was improved: "The main effect of the trip was an enhancement of class spirit." "Many barriers between students and teachers were dissolved," and some teachers got to know their students better as a result of the more informal structure of a field trip. A teacher who took her class to Golden Gate Park reports:

> "One student (a girl) seemed to attach herself to me all day and talked and talked -- about herself, her family, boy friends, etc. This particular girl had been a loud and talkative discipline problem in class, but after receiving my practically undivided attention all day, she did not seem to need to yell in class again. Never again during the semester did she come into the class yelling in a loud voice which she had known previously annoyed me. This girl had been extremely defensive with the rest of the class but seemed to relax with them a bit after the trip."

Another teacher whose class went to Muir Woods says,

> "One student who has a record of chronic absences and is is extremely withdrawn joined a small hiking group. She began to talk shyly but freely. She asked many questions about living things and about life and death in general. Later, she talked about her deceased parents and her sister who is caring for her. I certainly understand this child much more now and am able to give her the attention and warmth which she is seeking."

Trips to colleges, universities, and vocational schools, especially for the high school students, acquainted students with further educational possibilities. A teacher whose class visited Stanford University reports:

> "...an increased interest on the part of the students in attending college. Students could be encouraged to think in terms of the highest possible choice and of the present opportunities of achieving their choices.
>
> The student reaction was enthusiastic. They were favorably impressed both by the reception they received and the facilities that they were shown. An added factor creating interest was that a minority student from our school was currently in attendance at Stanford on a scholarship and was succeeding."

Some unanticipated effects of a field trip came in the following:

> "We found ourselves in the midst of the first demonstration over the People's Park at U. C. Berkeley. The bus driver threatened to leave before we had all the students back on the bus. We threatened him with a lawsuit if he did. Our students, who are pretty 'street-wise', managed to handle themselves very well and were able to reach the bus. I hope our next trip to Berkeley is a different type of study trip."

A junior high teacher reports that on a trip to Golden Gate Park:

> "The students were able to talk to two policemen on horses -- I was able to tell them about horses (I grew up on a farm) and for the first time a lot of the students had a chance to talk to friendly policemen who weren't 'pigs' to them or in a violent situation."

TABLE 3.1.1A: DISTRIBUTIONS OF SCORES WITH MEDIANS AND QUARTILES FOR VOCABULARY AND COMPREHENSION SECTIONS OF THE GATES-MACGINITIE READING TESTS FOR ESEA TITLE I PARTICIPANTS IN PUBLIC SECONDARY SCHOOLS, 1968-69

PRE-TEST Grade: L7 Date of Test: May, 1968 Level: D Form 2M

	VOCABULARY				COMPREHEN			
RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE	STU	CUM STU	PCT ILE	GRADE PLACE
38	0	0	0	0.0	1	22	98	6.0
34	0	0	0	0.0	1	21	93	5.3
33	1	24	98	6.3	0	0	0	0.0
32	0	0	0	0.0	2	20	86	5.0
27	0	0	0	0.0	1	18	80	4.5
25	1	23	94	4.7	0	0	0	0.0
24	2	22	88	4.5	0	0	0	0.0
23	0	0	0	0.0	2	17	73	4.0
22	0	0	0	0.0	1	15	66	3.9
21	3	20	77	4.1	0	0	0	0.0
20	1	17	69	4.0	1	14	61	3.7
19	0	0	0	0.0	3	13	52	3.5
17	1	16	65	3.6	1	10	43	3.3
16	3	15	56	3.5	3	9	34	3.2
15	3	12	44	3.3	1	6	25	3.1
14	2	9	33	3.2	0	0	0	0.0
13	1	7	27	3.1	2	5	18	2.9
12	1	6	23	2.9	0	0	0	0.0
9	1	5	19	2.5	2	3	9	2.4
8	0	0	0	0.0	1	1	2	2.3
7	1	4	15	2.3	0	0	0	0.0
6	1	3	10	2.1	0	0	0	0.0
5	1	2	6	2.0	0	0	0	0.0
4	1	1	2	2.0	0	0	0	0.0
NO-STU =		24				22		

Stu = Number of Students
Cum Stu = Cumulative Number of Students
Pctile = Percentile, This Distribution
Grade Place = Grade Placement

VOCABULARY

Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
21.2	4.1	16.0	3.5	13.0	3.1

COMPREHENSION

Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
24.0	4.1	20.5	3.8	15.0	3.1

TABLE 3.1.1B: DISTRIBUTIONS OF SCORES WITH MEDIANS AND QUARTILES FOR VOCABULARY AND COMPREHENSION SECTIONS OF THE GATES-MACGINITIE READING TESTS FOR ESEA TITLE I PARTICIPANTS IN PUBLIC SECONDARY SCHOOLS, 1968-69

POST-TEST   Grade: L8   Date of Test: May, 1969   Level: D   Form 2M

	VOCABULARY				COMPREHEN			
RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE	STU	CUM STU	PCT ILE	GRADE PLACE
45	0	0	0	0.0	1	22	98	8.7
42	0	0	0	0.0	1	21	93	7.2
41	1	23	98	9.2	0	0	0	0.0
39	0	0	0	0.0	1	20	89	6.2
35	0	0	0	0.0	2	19	82	5.5
32	0	0	0	0.0	2	17	73	5.0
31	0	0	0	0.0	1	15	66	4.9
30	1	22	93	5.6	1	14	61	4.8
29	3	21	85	5.3	1	13	57	4.7
28	2	18	74	5.1	0	0	0	0.0
27	0	0	0	0.0	1	12	52	4.5
26	0	0	0	0.0	1	11	48	4.4
25	2	16	65	4.7	0	0	0	0.0
23	2	14	57	4.4	1	10	43	4.0
22	0	0	0	0.0	1	9	39	3.9
21	2	12	48	4.1	0	0	0	0.0
20	2	10	39	4.0	0	0	0	0.0
19	0	0	0	0.0	1	8	34	3.5
18	0	0	0	0.0	1	7	30	3.4
17	1	8	33	3.6	1	6	25	3.3
16	0	0	0	0.0	1	5	20	3.2
14	1	7	28	3.2	0	0	0	0.0
13	1	6	24	3.1	0	0	0	0.0
12	0	0	0	0.0	1	4	16	2.7
11	1	5	20	2.8	0	0	0	0.0
10	1	4	15	2.6	0	0	0	0.0
9	0	0	0	0.0	1	3	11	2.4
8	1	3	11	2.4	1	2	7	2.3
6	1	2	7	2.1	0	0	0	0.0
4	0	0	0	0.0	1	1	2	2.1
2	1	1	2	2.0	0	0	0	0.0
NO-STU =		23				22		

VOCABULARY Score Equivalents for Median and Quartiles						COMPREHENSION Score Equivalents for Median and Quartiles					
75th%ile		50th%ile		25th%ile		75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
28.6	5.3	22.0	4.2	13.7	3.2	33.0	5.2	27.0	4.5	17.5	3.4

TABLE 3.1.2A: DISTRIBUTIONS OF SCORES WITH MEDIANS AND QUARTILES FOR VOCABULARY AND COMPREHENSION SECTIONS OF THE GATES-MACGINITIE READING TESTS FOR ESEA TITLE I PARTICIPANTS IN PUBLIC SECONDARY SCHOOLS, 1968-69

PRE-TEST Grade: H7 Date of Test: May, 1968 Level: D Form 2M

	VOCABULARY				COMPREHEN			
RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE	STU	CUM STU	PCT ILE	GRADE PLACE
38	0	0	0	0.0	1	32	98	6.0
35	0	0	0	0.0	2	31	94	5.5
34	1	30	98	6.6	3	29	86	5.3
33	1	29	95	6.3	1	26	80	5.2
32	1	28	92	6.0	1	25	77	5.0
31	0	0	0	0.0	2	24	72	4.9
30	1	27	88	5.6	1	22	67	4.8
29	1	26	85	5.3	1	21	64	4.7
28	1	25	82	5.1	1	20	61	4.6
26	1	24	78	4.8	0	0	0	0.0
25	2	23	73	4.7	0	0	0	0.0
24	0	0	0	0.0	1	19	58	4.1
23	0	0	0	0.0	1	18	55	4.0
22	2	21	67	4.2	1	17	52	3.9
21	1	19	62	4.1	0	0	0	0.0
18	2	18	57	3.7	2	16	47	3.4
17	1	16	52	3.6	1	14	42	3.3
16	4	15	43	3.5	3	13	36	3.2
15	2	11	33	3.3	1	10	30	3.1
14	1	9	28	3.2	1	9	27	3.0
13	1	8	25	3.1	2	8	22	2.9
12	1	7	22	2.9	1	6	17	2.7
11	1	6	18	2.8	0	0	0	0.0
10	1	5	15	2.6	0	0	0	0.0
9	1	4	12	2.5	1	5	14	2.4
8	2	3	7	2.4	1	4	11	2.3
6	1	1	2	2.1	1	3	8	2.1
3	0	0	0	0.0	1	2	5	2.1
1	0	0	0	0.0	1	1	2	2.1
NO-STU =		30				32		

VOCABULARY
Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
25.8	4.8	17.3	3.6	13.5	3.2

COMPREHENSION
Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
32.2	5.0	19.5	3.7	14.2	3.0

TABLE 3.1.2B: DISTRIBUTIONS OF SCORES WITH MEDIANS AND QUARTILES FOR VOCABULARY AND COMPREHENSION SECTIONS OF THE GATES-MACGINITIE READING TESTS FOR ESEA TITLE I PARTICIPANTS IN PUBLIC SECONDARY SCHOOLS, 1968-69

POST-TEST Grade: H8 Date of Test: May, 1969 Level: D Form 2M

	VOCABULARY				COMPREHEN			
RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE	STU	CUM STU	PCT ILE	GRADE PLACE
50	0	0	0	0.0	1	32	98	11.9
43	0	0	0	0.0	2	31	94	7.6
42	0	0	0	0.0	1	29	89	7.2
41	0	0	0	0.0	1	28	86	6.8
40	0	0	0	0.0	2	27	81	6.5
39	1	30	98	8.4	0	0	0	0.0
37	0	0	0	0.0	1	25	77	5.8
35	1	29	95	7.0	0	0	0	0.0
33	2	28	90	6.3	2	24	72	5.2
32	1	26	85	6.0	0	0	0	0.0
31	0	0	0	0.0	1	22	67	4.9
30	2	25	80	5.6	0	0	0	0.0
29	0	0	0	0.0	5	21	58	4.7
28	1	23	75	5.1	1	16	48	4.6
27	0	0	0	0.0	2	15	44	4.5
26	1	22	72	4.8	0	0	0	0.0
24	4	21	63	4.5	0	0	0	0.0
23	0	0	0	0.0	1	13	39	4.0
22	1	17	55	4.2	0	0	0	0.0
21	0	0	0	0.0	1	12	36	3.8
20	1	16	52	4.0	2	11	31	3.7
19	1	15	48	3.9	0	0	0	0.0
17	2	14	43	3.6	2	9	25	3.3
16	3	12	35	3.5	0	0	0	0.0
15	0	0	0	0.0	2	7	19	3.1
14	1	9	28	3.2	0	0	0	0.0
13	2	8	23	3.1	0	0	0	0.0
12	1	6	18	2.9	0	0	0	0.0
10	1	5	15	2.6	2	5	13	2.5
9	4	4	7	2.5	0	0	0	0.0
8	0	0	0	0.0	2	3	6	2.3
6	0	0	0	0.0	1	1	2	2.1
NO-STU =		30				32		

VOCABULARY

Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
28.5	5.3	20.0	4.0	13.8	3.2

COMPREHENSION

Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
34.5	5.5	28.7	4.7	17.5	3.4

TABLE 3.1.3A: DISTRIBUTIONS OF SCORES WITH MEDIANS AND QUARTILES FOR VOCABULARY AND COMPREHENSION SECTIONS OF THE GATES-MACGINITIE READING TESTS FOR ESEA TITLE I PARTICIPANTS IN PUBLIC SECONDARY SCHOOLS, 1968-69

PRE-TEST Grade: L8 Date of Test: May, 1968 Level: D Form 2M

	VOCABULARY				COMPREHEN			
RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE	STU	CUM STU	PCT ILE	GRADE PLACE
49	0	0	0	0.0	2	54	98	11.9
48	0	0	0	0.0	1	52	95	10.9
44	2	55	98	10.4	0	0	0	0.0
43	1	53	95	9.9	0	0	0	0.0
41	0	0	0	0.0	1	51	94	6.8
40	0	0	0	0.0	2	50	91	6.5
37	0	0	0	0.0	1	48	88	5.8
34	0	0	0	0.0	2	47	85	5.3
33	0	0	0	0.0	1	45	82	5.2
32	2	52	93	6.0	0	0	0	0.0
31	1	50	90	5.8	1	44	81	4.9
30	2	49	87	5.6	1	43	79	4.8
29	2	47	84	5.3	3	42	75	4.7
28	1	45	81	5.1	1	39	71	4.6
27	2	44	78	5.0	1	38	69	4.5
25	2	42	75	4.7	1	37	68	4.2
24	2	40	71	4.5	4	36	63	4.1
23	0	0	0	0.0	3	32	56	4.0
22	3	38	66	4.2	1	29	53	3.9
21	2	35	62	4.1	4	28	48	3.8
20	1	33	59	4.0	1	24	44	3.7
19	4	32	55	3.9	2	23	41	3.5
18	1	28	50	3.7	1	21	38	3.4
17	1	27	48	3.6	0	0	0	0.0
16	4	26	44	3.5	2	20	35	3.2
15	1	22	39	3.3	0	0	0	0.0
14	4	21	35	3.2	4	18	30	3.0
13	2	17	29	3.1	0	0	0	0.0
12	3	15	25	2.9	2	14	24	2.7
11	3	12	19	2.8	3	12	19	2.6
10	2	9	15	2.6	5	9	12	2.5
9	3	7	10	2.5	0	0	0	0.0
7	2	4	5	2.3	1	4	6	2.2
5	1	2	3	2.0	2	3	4	2.1
4	1	1	1	2.0	0	0	0	0.0
1	0	0	0	0.0	1	1	1	2.1
NO-STU =		55				54		

VOCABULARY

Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
25.7	4.8	18.5	3.8	12.6	3.1

COMPREHENSION

Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
29.5	4.8	21.9	3.9	13.0	2.9

TABLE 3.1.3B: DISTRIBUTIONS OF SCORES WITH MEDIANS AND QUARTILES FOR VOCABULARY AND COMPREHENSION SECTIONS OF THE GATES-MACGINITIE READING TESTS FOR ESEA TITLE I PARTICIPANTS IN PUBLIC SECONDARY SCHOOLS, 1968-69

POST-TEST Grade: L9 Date of Test: May, 1969 Level: D Form 2M

	VOCABULARY				COMPREHEN			
RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE	STU	CUM STU	PCT ILE	GRADE PLACE
51	0	0	0	0.0	2	51	98	11.9
46	1	54	99	11.5	0	0	0	0.0
44	1	53	97	10.4	1	49	95	8.1
43	0	0	0	0.0	2	48	92	7.6
42	1	52	95	9.5	1	46	89	7.2
41	0	0	0	0.0	1	45	87	6.8
40	0	0	0	0.0	2	44	84	6.5
39	1	51	94	8.4	1	42	81	6.2
38	0	0	0	0.0	1	41	79	6.0
37	1	50	92	7.6	1	40	77	5.8
36	1	49	90	7.3	1	39	75	5.6
35	0	0	0	0.0	1	38	74	5.5
34	0	0	0	0.0	1	37	72	5.3
33	1	48	88	6.3	1	36	70	5.2
32	2	47	85	6.0	5	35	64	5.0
31	2	45	81	5.8	0	0	0	0.0
30	1	43	79	5.6	1	30	58	4.8
29	3	42	75	5.3	1	29	56	4.7
28	1	39	71	5.1	1	28	54	4.6
27	3	38	68	5.0	3	27	50	4.5
26	1	35	64	4.8	2	24	45	4.4
25	5	34	58	4.7	1	22	42	4.2
24	0	0	0	0.0	1	21	40	4.1
23	4	29	50	4.4	1	20	38	4.0
22	1	25	45	4.2	0	0	0	0.0
21	0	0	0	0.0	3	19	34	3.8
20	1	24	44	4.0	3	16	28	3.7
19	4	23	39	3.9	1	13	25	3.5
18	1	19	34	3.7	1	12	23	3.4
17	1	18	32	3.6	0	0	0	0.0
16	1	17	31	3.5	1	11	21	3.2
15	4	16	26	3.3	1	10	19	3.1
14	4	12	19	3.2	1	9	17	3.0
13	1	8	14	3.1	2	8	14	2.9
12	2	7	11	2.9	1	6	11	2.7
11	1	5	8	2.8	2	5	8	2.6
10	2	4	6	2.6	0	0	0	0.0
8	1	2	3	2.4	2	3	4	2.3
7	1	1	1	2.3	1	1	1	2.2
NO-STU =		54				51		

VOCABULARY Score Equivalents for Median and Quartiles						COMPREHENSION Score Equivalents for Median and Quartiles					
75th%ile		50th%ile		25th%ile		75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
29.5	5.5	23.5	4.5	15.4	3.3	36.2	5.6	27.5	4.6	19.6	3.7

TABLE 3.1.4A: DISTRIBUTIONS OF SCORES WITH MEDIANS AND QUARTILES FOR VOCABULARY AND COMPREHENSION SECTIONS OF THE GATES-MACGINITIE READING TESTS FOR ESEA TITLE I PARTICIPANTS IN PUBLIC SECONDARY SCHOOLS, 1968-69

PRE-TEST   Grade: H8   Date of Test: May, 1968   Level: D   Form 2M

	VOCABULARY				COMPREHEN			
RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE	STU	CUM STU	PCT ILE	GRADE PLACE
52	0	0	0	0.0	1	75	99	11.9
51	0	0	0	0.0	5	74	95	11.9
50	0	0	0	0.0	2	69	91	11.9
49	0	0	0	0.0	2	67	88	11.9
48	0	0	0	0.0	6	65	83	10.9
47	0	0	0	0.0	6	59	75	9.9
46	1	76	99	11.5	3	53	69	9.3
45	2	75	97	10.9	3	50	65	8.7
44	4	73	93	10.4	2	47	61	8.1
43	5	69	88	9.9	2	45	59	7.6
42	6	64	80	9.5	3	43	55	7.2
41	3	58	74	9.2	0	0	0	0.0
40	1	55	72	8.8	0	0	0	0.0
39	3	54	69	8.4	2	40	52	6.2
38	2	51	66	8.0	1	38	50	6.0
37	2	49	63	7.6	1	37	49	5.8
36	4	47	59	7.3	2	36	47	5.6
35	1	43	56	7.0	1	34	45	5.5
34	2	42	54	6.6	3	33	42	5.3
33	1	40	52	6.3	0	0	0	0.0
32	0	0	0	0.0	1	30	39	5.0
30	0	0	0	0.0	1	29	38	4.8
29	0	0	0	0.0	1	28	37	4.7
28	2	39	50	5.1	0	0	0	0.0
26	1	37	48	4.8	2	27	35	4.4
25	1	36	47	4.7	1	25	33	4.2
24	5	35	43	4.5	1	24	31	4.1
23	1	30	39	4.4	1	23	30	4.0
22	1	29	38	4.2	0	0	0	0.0
21	2	28	36	4.1	0	0	0	0.0
20	1	26	34	4.0	0	0	0	0.0
19	2	25	32	3.9	0	0	0	0.0
18	3	23	28	3.7	5	22	26	3.4
17	1	20	26	3.6	1	17	22	3.3
16	2	19	24	3.5	0	0	0	0.0
15	0	0	0	0.0	1	16	21	3.1
14	6	17	18	3.2	3	15	18	3.0
13	5	11	11	3.1	2	12	15	2.9
12	0	0	0	0.0	1	10	13	2.7
11	2	6	7	2.8	1	9	11	2.6
10	1	4	5	2.6	2	8	9	2.5
9	1	3	3	2.5	1	6	7	2.4
8	0	0	0	0.0	1	5	6	2.3
7	0	0	0	0.0	2	4	4	2.2
6	2	2	1	2.1	0	0	0	0.0
4	0	0	0	0.0	1	2	2	2.1
2	0	0	0	0.0	1	1	1	2.1
NO-STU =		76				75		

VOCABULARY Score Equivalents for Median and Quartiles						COMPREHENSION Score Equivalents for Median and Quartiles					
75th%ile		50th%ile		25th%ile		75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
41.6	9.5	29.5	5.5	17.2	3.6	47.5	10.4	38.5	6.1	18.2	3.4

TABLE 3.1.4B: DISTRIBUTIONS OF SCORES WITH MEDIANS AND QUARTILES FOR VOCABULARY AND COMPREHENSION SECTIONS OF THE GATES-MACGINITIE READING TESTS FOR ESEA TITLE I PARTICIPANTS IN PUBLIC SECONDARY SCHOOLS, 1968-69

POST-TEST Grade: H9 Date of Test: May,1969 Level: D Form 2M

	VOCABULARY				COMPREHEN			
RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE	STU	CUM STU	PCT ILE	GRADE PLACE
52	0	0	0	0.0	1	75	99	11.9
51	0	0	0	0.0	4	74	96	11.9
50	0	0	0	0.0	6	70	89	11.9
49	0	0	0	0.0	8	64	80	11.9
48	0	0	0	0.0	1	56	74	10.9
47	2	76	99	12.0	5	55	70	9.9
46	3	74	95	11.5	4	50	64	9.3
45	1	71	93	10.9	1	46	61	8.7
44	5	70	89	10.4	6	45	56	8.1
43	4	65	83	9.9	3	39	50	7.6
42	6	61	76	9.5	2	36	47	7.2
41	4	55	70	9.2	2	34	44	6.8
40	2	51	66	8.8	0	0	0	0.0
39	2	49	63	8.4	0	0	0	0.0
38	5	47	59	8.0	1	32	42	6.0
37	1	42	55	7.6	2	31	40	5.8
36	2	41	53	7.3	0	0	0	0.0
35	0	0	0	0.0	3	29	37	5.5
34	5	39	48	6.6	2	26	33	5.3
33	1	34	44	6.3	1	24	31	5.2
31	1	33	43	5.8	2	23	29	4.9
30	2	32	41	5.6	1	21	27	4.8
29	3	30	38	5.3	2	20	25	4.7
28	1	27	35	5.1	0	0	0	0.0
27	1	26	34	5.0	0	0	0	0.0
26	1	25	32	4.8	2	18	23	4.4
25	2	24	30	4.7	0	0	0	0.0
24	1	22	28	4.5	1	16	21	4.1
23	2	21	26	4.4	1	15	19	4.0
22	0	0	0	0.0	1	14	18	3.9
21	2	19	24	4.1	0	0	0	0.0
20	2	17	21	4.0	2	13	16	3.7
18	1	15	19	3.7	4	11	12	3.4
17	2	14	17	3.6	1	7	9	3.3
16	0	0	0	0.0	1	6	7	3.2
15	2	12	14	3.3	0	0	0	0.0
14	1	10	13	3.2	1	5	6	3.0
13	1	9	11	3.1	0	0	0	0.0
12	1	8	10	2.9	0	0	0	0.0
11	0	0	0	0.0	1	4	5	2.6
10	4	7	7	2.6	1	3	3	2.5
9	1	3	3	2.5	0	0	0	0.0
7	0	0	0	0.0	1	2	2	2.2
5	1	2	2	2.0	0	0	0	0.0
4	0	0	0	0.0	1	1	1	2.1
1	1	1	1	2.0	0	0	0	0.0
NO-STU =		76				75		

VOCABULARY Score Equivalents for Median and Quartiles						COMPREHENSION Score Equivalents for Median and Quartiles					
75th%ile		50th%ile		25th%ile		75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
42.3	9.5	35.1	7.0	22.5	4.3	48.7	11.4	43.5	7.9	28.2	4.6

TABLE 3.1.5A: DISTRIBUTIONS OF SCORES WITH MEDIANS AND QUARTILES FOR VOCABULARY AND COMPREHENSION SECTIONS OF THE GATES-MACGINITIE READING TESTS FOR ESEA TITLE I PARTICIPANTS IN PUBLIC SECONDARY SCHOOLS, 1968-69

PRE-TEST Grade: L9 Date of Test: May, 1968 Level: E Form 2M

	VOCABULARY				COMPREHEN			
RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE	STU	CUM STU	PCT ILE	GRADE PLACE
33	0	0	0	0.0	1	10	95	7.8
29	0	0	0	0.0	1	9	85	7.0
27	0	0	0	0.0	1	8	75	6.5
23	1	10	95	8.3	2	7	60	5.5
22	1	9	85	7.9	1	5	45	5.3
19	1	8	75	6.9	0	0	0	0.0
17	1	7	65	6.2	0	0	0	0.0
14	1	6	55	5.2	0	0	0	0.0
12	1	5	45	4.6	0	0	0	0.0
11	0	0	0	0.0	1	4	35	3.2
10	1	4	35	4.1	1	3	25	3.1
9	1	3	25	3.9	0	0	0	0.0
8	0	0	0	0.0	1	2	15	2.8
7	0	0	0	0.0	1	1	5	2.7
6	1	2	15	3.2	0	0	0	0.0
5	1	1	5	3.2	0	0	0	0.0
NO-STU =		10				10		

VOCABULARY

Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
19.5	6.9	13.5	5.1	8.5	3.8

COMPREHENSION

Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
25.0	6.0	22.8	5.4	10.5	3.2

TABLE 3.1.5B: DISTRIBUTIONS OF SCORES WITH MEDIANS AND QUARTILES FOR VOCABULARY AND COMPREHENSION SECTIONS OF THE GATES-MACGINITIE READING TESTS FOR ESEA TITLE I PARTICIPANTS IN PUBLIC SECONDARY SCHOOLS, 1968-69

POST-TEST Grade: L10 Date of Test: May, 1969 Level: E Form 1M

	VOCABULARY				COMPREHEN			
RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE	STU	CUM STU	PCT ILE	GRADE PLACE
31	0	0	0	0.0	1	10	95	7.4
30	0	0	0	0.0	1	9	85	7.2
25	0	0	0	0.0	1	8	75	6.0
24	0	0	0	0.0	1	7	65	5.8
22	2	9	89	7.9	2	6	50	5.3
20	1	7	72	7.3	0	0	0	0.0
17	2	6	56	6.2	0	0	0	0.0
13	1	4	39	4.9	2	4	30	3.6
10	0	0	0	0.0	1	2	15	3.1
9	1	3	28	3.9	0	0	0	0.0
7	0	0	0	0.0	1	1	5	2.7
6	1	2	17	3.2	0	0	0	0.0
5	1	1	6	3.2	0	0	0	0.0
NO-STU =		9				10		

VOCABULARY Score Equivalents for Median and Quartiles						COMPREHENSION Score Equivalents for Median and Quartiles					
75th%ile		50th%ile		25th%ile		75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
21.0	7.7	15.5	5.7	8.0	3.6	25.5	6.1	22.5	5.4	12.5	3.5

TABLE 3.1.6A: DISTRIBUTIONS OF SCORES WITH MEDIANS AND QUARTILES FOR VOCABULARY AND COMPREHENSION SECTIONS OF THE GATES-MACGINITIE READING TESTS FOR ESEA TITLE I PARTICIPANTS IN PUBLIC SECONDARY SCHOOLS, 1968-69

PRE-TEST Grade: L10 Date of Test: May, 1968 Level: E Form 2M

	VOCABULARY				COMPREHEN			
RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE	STU	CUM STU	PCT ILE	GRADE PLACE
47	0	0	0	0.0	1	32	98	12.9
42	0	0	0	0.0	1	31	95	10.4
41	0	0	0	0.0	1	30	92	10.0
39	0	0	0	0.0	1	29	89	9.2
34	1	33	98	12.9	1	28	86	8.0
30	0	0	0	0.0	1	27	83	7.2
28	0	0	0	0.0	1	26	80	6.7
27	2	32	94	9.5	2	25	75	6.5
26	2	30	88	9.2	1	23	70	6.2
25	0	0	0	0.0	1	22	67	6.0
24	0	0	0	0.0	2	21	63	5.8
23	0	0	0	0.0	1	19	58	5.5
22	1	28	83	7.9	0	0	0	0.0
21	2	27	79	7.7	1	18	55	5.1
20	3	25	71	7.3	2	17	50	4.8
19	0	0	0	0.0	1	15	45	4.6
18	1	22	65	6.6	1	14	42	4.5
17	2	21	61	6.2	2	13	38	4.3
15	2	19	55	5.5	2	11	31	3.9
14	2	17	48	5.2	0	0	0	0.0
13	2	15	42	4.9	3	9	23	3.6
12	5	13	32	4.6	2	6	16	3.4
11	3	8	20	4.4	0	0	0	0.0
10	1	5	14	4.1	2	4	9	3.1
9	1	4	11	3.9	0	0	0	0.0
6	1	3	8	3.2	1	2	5	2.6
5	1	2	5	3.2	0	0	0	0.0
1	1	1	2	3.2	1	1	2	2.6
NO-STU =		33				32		

VOCABULARY

Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
21.0	7.7	14.7	5.5	11.9	4.6

COMPREHENSION

Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
27.5	6.6	20.5	5.0	13.8	3.7

TABLE 3.1.6B: DISTRIBUTIONS OF SCORES WITH MEDIANS AND QUARTILES FOR VOCABULARY AND COMPREHENSION SECTIONS OF THE GATES-MACGINITIE READING TESTS FOR ESEA TITLE I PARTICIPANTS IN PUBLIC SECONDARY SCHOOLS, 1968-69

POST-TEST Grade: 11 Date of Test: May, 1969 Level: E Form 2M

	VOCABULARY				COMPREHEN			
RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE	STU	CUM STU	PCT ILE	GRADE PLACE
44	0	0	0	0.0	2	31	97	11.4
42	0	0	0	0.0	1	29	92	10.4
36	1	31	98	12.9	1	28	89	8.4
32	0	0	0	0.0	1	27	85	7.6
31	0	0	0	0.0	1	26	82	7.4
29	0	0	0	0.0	4	25	74	7.0
28	0	0	0	0.0	1	21	66	6.7
27	0	0	0	0.0	1	20	63	6.5
26	0	0	0	0.0	3	19	56	6.2
25	1	30	95	8.9	1	16	50	6.0
24	0	0	0	0.0	2	15	45	5.8
23	3	29	89	8.3	0	0	0	0.0
22	0	0	0	0.0	1	13	40	5.3
21	2	26	81	7.7	1	12	37	5.1
20	1	24	76	7.3	2	11	32	4.8
19	1	23	73	6.9	1	9	27	4.6
18	3	22	66	6.6	1	8	24	4.5
16	4	19	55	5.8	2	7	19	4.1
15	2	15	45	5.5	1	5	15	3.9
14	3	13	37	5.2	1	4	11	3.7
13	2	10	29	4.9	0	0	0	0.0
12	1	8	24	4.6	1	3	8	3.4
11	0	0	0	0.0	1	2	5	3.2
9	2	7	19	3.9	0	0	0	0.0
7	1	5	15	3.4	0	0	0	0.0
6	2	4	10	3.2	0	0	0	0.0
4	1	2	5	3.2	0	0	0	0.0
2	0	0	0	0.0	1	1	2	2.6
1	1	1	2	3.2	0	0	0	0.0
NO-STU =		31				31		

VOCABULARY						COMPREHENSION					
Score Equivalents for Median and Quartiles						Score Equivalents for Median and Quartiles					
75th%ile		50th%ile		25th%ile		75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
20.2	7.3	16.0	5.8	12.7	4.9	29.6	7.1	25.5	6.1	18.7	4.6

TABLE 3.1.7A: DISTRIBUTIONS OF SCORES WITH MEDIANS AND QUARTILES FOR VOCABULARY AND COMPREHENSION SECTIONS OF THE GATES-MACGINITIE READING TESTS FOR ESEA TITLE I PARTICIPANTS IN PUBLIC SECONDARY SCHOOLS, 1968-69

PRE-TEST Grade: H10 Date of Test: May, 1968 Level: E Form 2M

	VOCABULARY				COMPREHEN			
RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE	STU	CUM STU	PCT ILE	GRADE PLACE
48	0	0	0	0.0	1	57	99	12.9
38	0	0	0	0.0	1	56	97	8.9
36	0	0	0	0.0	2	55	95	8.4
34	1	58	99	12.9	3	53	90	8.0
33	0	0	0	0.0	1	50	87	7.8
32	0	0	0	0.0	2	49	84	7.6
30	0	0	0	0.0	1	47	82	7.2
29	0	0	0	0.0	1	46	80	7.0
28	0	0	0	0.0	2	45	77	6.7
26	2	57	97	9.2	1	43	75	6.2
25	1	55	94	8.9	3	42	71	6.0
24	2	54	91	8.6	2	39	67	5.8
23	1	52	89	8.3	2	37	63	5.5
22	1	51	87	7.9	2	35	60	5.3
21	2	50	84	7.7	4	33	54	5.1
20	2	48	81	7.3	2	29	49	4.8
19	2	46	78	6.9	4	27	44	4.6
18	5	44	72	6.6	4	23	37	4.5
17	7	39	61	6.2	3	19	31	4.3
16	6	32	50	5.8	1	16	27	4.1
15	1	26	44	5.5	1	15	25	3.9
14	2	25	41	5.2	5	14	20	3.7
13	2	23	38	4.9	2	9	14	3.6
12	4	21	33	4.6	1	7	11	3.4
11	5	17	25	4.4	1	6	10	3.2
10	2	12	19	4.1	1	5	8	3.1
9	3	10	15	3.9	2	4	5	2.9
8	1	7	11	3.6	0	0	0	0.0
7	2	6	9	3.4	1	2	3	2.7
6	3	4	4	3.2	0	0	0	0.0
4	1	1	1	3.2	0	0	0	0.0
2	0	0	0	0.0	1	1	1	2.6
NO-STU =		58				57		

VOCABULARY Score Equivalents for Median and Quartiles						COMPREHENSION Score Equivalents for Median and Quartiles					
75th%ile		50th%ile		25th%ile		75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
19.1	6.9	16.5	6.0	11.5	4.5	27.0	6.5	20.7	5.0	15.4	3.9

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TABLE 3.1.7B: DISTRIBUTIONS OF SCORES WITH MEDIANS AND QUARTILES FOR VOCABULARY AND COMPREHENSION SECTIONS OF THE GATES-MACGINITIE READING TESTS FOR ESEA TITLE I PARTICIPANTS IN PUBLIC SECONDARY SCHOOLS, 1968-69

POST-TEST Grade: H11 Date of Test: May, 1969 Level: E Form 2M

	VOCABULARY				COMPREHEN			
RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE	STU	CUM STU	PCT ILE	GRADE PLACE
46	0	0	0	0.0	1	57	99	12.9
44	0	0	0	0.0	1	56	97	11.4
43	0	0	0	0.0	1	55	96	10.9
41	0	0	0	0.0	1	54	94	10.0
40	1	55	99	12.9	2	53	91	9.6
39	1	54	97	12.9	0	0	0	0.0
38	0	0	0	0.0	2	51	88	8.9
37	1	53	95	12.9	0	0	0	0.0
36	0	0	0	0.0	2	49	84	8.4
35	0	0	0	0.0	1	47	82	8.2
34	0	0	0	0.0	3	46	78	8.0
33	0	0	0	0.0	2	43	74	7.8
32	0	0	0	0.0	4	41	68	7.6
31	2	52	93	11.5	0	0	0	0.0
30	1	50	90	11.0	5	37	61	7.2
29	1	49	88	10.5	1	32	55	7.0
28	0	0	0	0.0	3	31	52	6.7
27	1	48	86	9.5	1	28	48	6.5
26	1	47	85	9.2	0	0	0	0.0
25	4	46	80	8.9	3	27	45	6.0
24	2	42	75	8.6	3	24	39	5.8
22	1	40	72	7.9	4	21	33	5.3
21	3	39	68	7.7	1	17	29	5.1
20	2	36	64	7.3	3	16	25	4.8
19	2	34	60	6.9	2	13	21	4.6
18	3	32	55	6.6	0	0	0	0.0
17	7	29	46	6.2	3	11	17	4.3
16	2	22	38	5.8	0	0	0	0.0
15	2	20	35	5.5	1	8	13	3.9
14	1	18	32	5.2	2	7	11	3.7
13	2	17	29	4.9	1	5	8	3.6
12	1	15	26	4.6	1	4	6	3.4
11	3	14	23	4.4	0	0	0	0.0
10	2	11	18	4.1	2	3	4	3.1
9	3	9	14	3.9	1	1	1	2.9
8	2	6	9	3.6	0	0	0	0.0
7	1	4	6	3.4	0	0	0	0.0
6	2	3	4	3.2	0	0	0	0.0
3	1	1	1	3.2	0	0	0	0.0
NO-STU =		55				57		

VOCABULARY

Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
24.6	8.8	17.9	6.6	12.1	4.6

COMPREHENSION

Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
33.8	8.0	28.0	6.7	20.4	4.8

TABLE 3.1.8A: DISTRIBUTIONS OF SCORES WITH MEDIANS AND QUARTILES FOR VOCABULARY AND COMPREHENSION SECTIONS OF THE GATES-MACGINITIE READING TESTS FOR ESEA TITLE I PARTICIPANTS IN PUBLIC SECONDARY SCHOOLS, 1968-69

PRE-TEST Grade: L11 Date of Test: May, 1968 Level: E Form 2M

	VOCABULARY				COMPREHEN			
RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE	STU	CUM STU	PCT ILE	GRADE PLACE
44	0	0	0	0.0	1	21	98	11.4
35	0	0	0	0.0	1	20	93	8.2
34	0	0	0	0.0	1	19	88	8.0
32	0	0	0	0.0	1	18	83	7.6
29	0	0	0	0.0	1	17	79	7.0
28	0	0	0	0.0	3	16	69	6.7
27	0	0	0	0.0	1	13	60	6.5
26	1	21	98	9.2	1	12	55	6.2
25	0	0	0	0.0	2	11	48	6.0
24	0	0	0	0.0	2	9	38	5.8
23	5	20	83	8.3	1	7	31	5.5
20	3	15	64	7.3	0	0	0	0.0
19	2	12	52	6.9	0	0	0	0.0
18	1	10	45	6.6	1	6	26	4.5
17	0	0	0	0.0	1	5	21	4.3
16	2	9	38	5.8	1	4	17	4.1
14	0	0	0	0.0	2	3	10	3.7
13	3	7	26	4.9	0	0	0	0.0
12	2	4	14	4.6	0	0	0	0.0
11	0	0	0	0.0	1	1	2	3.2
8	1	2	7	3.6	0	0	0	0.0
3	1	1	2	3.2	0	0	0	0.0
NO-STU =		21				21		

VOCABULARY Score Equivalents for Median and Quartiles						COMPREHENSION Score Equivalents for Median and Quartiles					
75th%ile		50th%ile		25th%ile		75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
22.0	7.9	19.2	6.9	13.4	4.9	29.1	7.0	25.8	6.2	18.2	4.5

TABLE 3.1. 8B: DISTRIBUTIONS OF SCORES WITH MEDIANS AND QUARTILES FOR VOCABULARY AND COMPREHENSION SECTIONS OF THE GATES-MACGINITIE READING TESTS FOR ESEA TITLE I PARTICIPANTS IN PUBLIC SECONDARY SCHOOLS, 1968-69

POST-TEST Grade: L12 Date of Test: May, 1969 Level: E Form 2M

	VOCABULARY				COMPREHEN			
RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE	STU	CUM STU	PCT ILE	GRADE PLACE
48	0	0	0	0.0	1	18	97	12.9
42	0	0	0	0.0	1	17	92	10.4
41	0	0	0	0.0	1	16	86	10.0
37	0	0	0	0.0	1	15	81	8.6
34	1	21	98	12.9	0	0	0	0.0
32	0	0	0	0.0	1	14	75	7.6
31	1	20	93	11.5	0	0	0	0.0
30	0	0	0	0.0	1	13	69	7.2
28	1	19	88	10.0	1	12	64	6.7
27	0	0	0	0.0	2	11	56	6.5
26	1	18	83	9.2	2	9	44	6.2
24	0	0	0	0.0	1	7	36	5.8
23	1	17	79	8.3	0	0	0	0.0
22	1	16	74	7.9	3	6	25	5.3
20	1	15	69	7.3	0	0	0	0.0
19	2	14	62	6.9	0	0	0	0.0
18	3	12	50	6.6	0	0	0	0.0
17	4	9	33	6.2	0	0	0	0.0
16	0	0	0	0.0	2	3	11	4.1
15	1	5	21	5.5	0	0	0	0.0
14	0	0	0	0.0	1	1	3	3.7
13	1	4	17	4.9	0	0	0	0.0
11	1	3	12	4.4	0	0	0	0.0
9	1	2	7	3.9	0	0	0	0.0
6	1	1	2	3.2	0	0	0	0.0
NO-STU =		21				18		

VOCABULARY

Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
22.7	8.3	18.5	6.8	17.0	6.2

COMPREHENSION

Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
32.5	7.7	27.0	6.5	19.0	4.6

TABLE 3.1.9A: DISTRIBUTIONS OF SCORES WITH MEDIANS AND QUARTILES FOR VOCABULARY AND COMPREHENSION SECTIONS OF THE GATES-MACGINITIE READING TESTS FOR ESEA TITLE I PARTICIPANTS IN PUBLIC SECONDARY SCHOOLS, 1968-69

PRE-TEST Grade: H11 Date of Test: May, 1968 Level: E Form 2M

	VOCABULARY				COMPREHEN			
RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE	STU	CUM STU	PCT ILE	GRADE PLACE
47	0	0	0	0.0	1	32	98	12.9
45	0	0	0	0.0	1	31	95	12.1
42	0	0	0	0.0	1	30	92	10.4
41	0	0	0	0.0	1	29	89	10.0
36	0	0	0	0.0	1	28	86	8.4
31	0	0	0	0.0	2	27	81	7.4
30	1	36	99	11.0	2	25	75	7.2
27	2	35	94	9.5	0	0	0	0.0
26	0	0	0	0.0	1	23	70	6.2
25	2	33	89	8.9	2	22	66	6.0
24	1	31	85	8.6	5	20	55	5.8
23	1	30	82	8.3	3	15	42	5.5
22	2	29	78	7.9	5	12	30	5.3
21	2	27	72	7.7	0	0	0	0.0
20	3	25	65	7.3	0	0	0	0.0
19	2	22	58	6.9	1	7	20	4.6
17	1	20	54	6.2	0	0	0	0.0
16	4	19	47	5.8	1	6	17	4.1
15	4	15	36	5.5	0	0	0	0.0
14	1	11	29	5.2	0	0	0	0.0
13	2	10	25	4.9	1	5	14	3.6
12	2	8	19	4.6	1	4	11	3.4
11	3	6	13	4.4	2	3	6	3.2
10	0	0	0	0.0	1	1	2	3.1
9	1	3	7	3.9	0	0	0	0.0
7	1	2	4	3.4	0	0	0	0.0
5	1	1	1	3.2	0	0	0	0.0
NO-STU =		36				32		

VOCABULARY

Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
22.0	7.9	16.9	6.2	13.5	5.1

COMPREHENSION

Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
29.5	7.1	24.1	5.8	22.5	5.4

TABLE 3.1.9B: DISTRIBUTIONS OF SCORES WITH MEDIANS AND QUARTILES FOR VOCABULARY AND COMPREHENSION SECTIONS OF THE GATES-MACGINITIE READING TESTS FOR ESEA TITLE I PARTICIPANTS IN PUBLIC SECONDARY SCHOOLS, 1968-69

POST-TEST Grade: H12 Date of Test: May, 1969 Level: E Form 2M

	VOCABULARY				COMPREHEN			
RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE	STU	CUM STU	PCT ILE	GRADE PLACE
47	0	0	0	0.0	1	33	98	12.9
46	0	0	0	0.0	1	32	95	12.9
44	0	0	0	0.0	1	31	92	11.4
43	0	0	0	0.0	1	30	89	10.9
39	0	0	0	0.0	1	29	86	9.2
36	0	0	0	0.0	1	28	83	8.4
35	0	0	0	0.0	1	27	80	8.2
32	1	34	99	12.2	1	26	77	7.6
31	0	0	0	0.0	2	25	73	7.4
30	0	0	0	0.0	2	23	67	7.2
29	0	0	0	0.0	2	21	61	7.0
27	0	0	0	0.0	2	19	55	6.5
26	1	33	96	9.2	0	0	0	0.0
25	1	32	93	8.9	1	17	50	6.0
24	3	31	87	8.6	3	16	44	5.8
23	2	28	79	8.3	0	0	0	0.0
22	1	26	75	7.9	0	0	0	0.0
21	1	25	72	7.7	1	13	38	5.1
19	3	24	66	6.9	0	0	0	0.0
18	3	21	57	6.6	0	0	0	0.0
17	3	18	49	6.2	1	12	35	4.3
16	3	15	40	5.8	1	11	32	4.1
15	0	0	0	0.0	5	10	23	3.9
14	2	12	32	5.2	2	5	12	3.7
13	3	10	25	4.9	1	3	8	3.6
12	1	7	19	4.6	0	0	0	0.0
11	1	6	16	4.4	1	2	5	3.2
10	0	0	0	0.0	1	1	2	3.1
9	2	5	12	3.9	0	0	0	0.0
8	1	3	7	3.6	0	0	0	0.0
6	1	2	4	3.2	0	0	0	0.0
4	1	1	1	3.2	0	0	0	0.0
NO-STU =		34				33		

VOCABULARY

Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
22.5	8.1	17.7	6.6	13.5	5.1

COMPREHENSION

Score Equivalents for Median and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
32.0	7.6	25.5	6.1	15.7	4.1

TABLE 3.2.1: SIXTH GRADE STATUS ON TOTAL READING TEST FOR FALL 1968 EIGHTH GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN TEN JUNIOR HIGH SCHOOLS

Tests: Stanford Reading Test, Intermediate II, Form W
Grade: Low 6 (N -135) and High 6 (N - 66)
Total: 201 Students
Dates: October, 1966

Total Read. G.P.	No. of Students By Semesters of Participation 1	2	3	4	5	6	Total Number	Per Cent	Cumulat. Per Cent
*5.1 +	1				1	1	3	1.5	1.5
5.0									
4.9		1					1	0.5	2.0
4.8	2					1	3	1.5	3.5
4.7	3	1	1	1	1		7	3.5	7.0
4.6	1	1					2	1.0	8.0
4.5	1	3	1				5	2.5	10.5
4.4	5	2	2		1	1	11	5.5	16.0
4.3	3	3	1			2	9	4.5	20.5
4.2	2	1	4	2		1	10	5.0	25.5
4.1		1	2	1	1		5	2.5	28.0
4.0	2	6	1		1	3	13	6.5	34.5
3.9	4	3	4	1	3	3	18	9.0	43.5
3.8			3	1	2		6	3.0	46.5
3.7	2	5	1	1	2	2	13	6.5	53.0
3.6	2	1	1	1	3	1	9	4.5	57.5
3.5	3	8	7	4	1	1	24	12.0	69.5
3.4		2		1		2	5	2.5	72.0
3.3	2	5		3	2	1	13	6.5	78.5
3.2	2		2		2		6	3.0	81.5
3.1			2	1	1	1	5	2.5	84.0
3.0		5	3	1	2	2	13	6.5	90.5
2.9	1		3	1	1	1	7	3.5	94.0
2.8	3	1		3		1	8	4.0	98.0
2.7									
2.6		1					1	0.5	98.5
2.5			1			1	2	1.0	99.5
2.4									
2.3		1					1	0.5	100.0
2.2			1				1	0.5	100.5
2.1									
2.0									
Number	39	51	40	22	24	25	201		
%iles									
75th	4.4	4.1	4.1	3.9	3.9	4.2	4.2		
50th	4.0	3.7	3.7	3.5	3.7	3.7	3.7		
25th	3.5	3.4	3.2	3.3	3.3	3.3	3.3		

*Actual Grade Placement at Time of Testing, L6 (6.1) and H6 (6.6)

TABLE 3.2.2: EIGHTH GRADE STATUS ON TOTAL READING TEST FOR FALL 1968 EIGHTH GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN TEN JUNIOR HIGH SCHOOLS

Tests: Stanford Reading Test, Intermediate II, Form W, and Advanced Level, Form W
Grade: Low 8 (N - 135) and High 8 (N - 66)
Total: 201 Students
Dates: September, 1968

Total Read. G.P.	No. of Students By Semesters of Participation 1	2	3	4	5	6	Total Number	Per Cent	Cumulat. Per Cent
*6.5 +	5	1	2		1		9	4.5	4.5
6.4				1			1	0.5	5.0
6.3					1		1	0.5	5.5
6.2			1			1	2	1.0	6.5
6.1									
6.0		1					1	0.5	7.0
5.9									
5.8	1	1	1		1		4	2.0	9.0
5.7			1				1	0.5	9.5
5.6									
5.5	1		2				3	1.5	11.0
5.4			2			1	3	1.5	12.5
5.3	1						1	0.5	13.0
5.2	1	1	1				3	1.5	14.5
5.1									
5.0	2	3					5	2.5	17.0
4.9	2	3		1		2	8	4.0	21.0
4.8			1	1	1		3	1.5	22.5
4.7	1	2	1	2	2	1	9	4.5	27.0
4.6		1			1		2	1.0	28.0
4.5	1	1			1		3	1.5	29.5
4.4	1		2		2	1	6	3.0	32.5
4.3	1			1			2	1.0	33.5
4.2	3	7	5			3	18	9.0	42.5
4.1	1	1			2		4	2.0	44.5
4.0	1	2					3	1.5	46.0
3.9	4	3	5	4		3	19	9.5	55.5
3.8	3		1	3		2	9	4.5	60.0
3.7		1		2		2	5	2.5	62.5
3.6	2				2	1	5	2.5	65.0
3.5		8	4	1	4	2	19	9.5	74.5
3.4	3	2	1		1	1	8	4.0	78.5
3.3		1	1			1	3	1.5	80.0
3.2		2		1		1	4	2.0	82.0
3.1		3	3	1		1	8	4.0	86.0
3.0 -	5	7	6	4	5	2	29	14.5	100.5
Number	39	51	40	22	24	25	201		
%iles									
75th	5.0	4.6	5.2	4.7	4.7	4.4	4.7		
50th	4.2	3.9	3.9	3.8	4.1	3.8	3.9		
25th	3.8	3.4	3.4	3.5	3.5	3.5	3.4		

*Actual Grade Placement at Time of Testing, L8 (8.0) and H8 (8.5)

TABLE 3.2.3: ACTUAL AND ADJUSTED READING TEST SCORE CHANGES BETWEEN SIXTH GRADE (OCTOBER, 1966) AND EIGHTH GRADE (SEPTEMBER, 1968) FOR FALL 1968 EIGHTH GRADE ESEA TITLE I PARTICIPANTS

Tests: Stanford Reading Test, Intermediate II, Form W, and Advanced, Form W

Actual Change: 8th Grade Test G.P. - 6th Grade Test G.P.

Adjusted Change: $\frac{\text{6th Grade Actual G.P.}}{\text{6th Grade Test G.P.}}$ (8th Grade Test G.P. - 6th Grade Test G.P.)

Score Change (G.P.)	Number of Students By Semesters of Participation												Total Number		Cumulative Per Cent	
	1 Sem.		2 Sem.		3 Sem.		4 Sem.		5 Sem.		6 Sem.					
	Act.	Adj.	Act.	Adj.	Act.	Adj.	Act.	Adj.	Act.	Adj.	Act.	Adj.	Act.	Adj.	Act.	Adj.
+4.1+		1				1		3		3				8		4.0
+4.0				1										1		4.5
+3.9						1								1		5.0
+3.8		2												2		6.0
+3.7						1								1		6.5
+3.6					1	1							1	1	0.5	7.0
+3.5																
+3.4												1		1		7.5
+3.3	1								1				2		1.5	
+3.2				2		1						1		4		9.5
+3.1																
+3.0		1												1		10.0
+2.9	1			1					1			1	2	2	2.5	11.0
+2.8		1												1		11.5
+2.7		1				3	1					1	1	5	3.0	14.0
+2.6		2							1			1	1	3	3.5	15.5
+2.5																
+2.4		2		3				1						6		18.5
+2.3					2	1		1					2	2	4.5	19.5
+2.2		1		1										2		20.5
+2.1																
+2.0	2		1			1		1		1			3	3	6.0	22.0
+1.9#	1				1		2		1	1		1	5	2	8.5	23.0
+1.8	1	2				2					1		2	4	9.5	25.0
+1.7		1	2		1	1						1	3	3	11.0	26.5
+1.6	2		2		1	3				1		1	5	5	13.5	29.0
+1.5	1			1		1					3		4	2	15.5	30.0
+1.4	1	1		3	1	1	1			1			3	6	17.0	33.0
+1.3				2	2								2	2	18.0	34.0
+1.2			3	1	2	2		1			1	1	6	5	21.0	36.5
+1.1	2		1						1			1	4	1	23.0	37.0
+1.0	2	3	1		2	1	1			2	1	1	7	7	26.5	40.5
+0.9			1	2	3		1				2	1	7	3	30.0	42.0
+0.8	1	1	3	3	1				2		1	1	8	5	34.0	44.5
+0.7	1	1		2	2	2	1	2			1		5	7	36.5	48.0
+0.6	2		2	1	2	2			1				7	3	40.0	49.5
+0.5	1	1	2	1	1			1	1	1	2		7	4	43.5	51.5
+0.4		1	4	1	2	1	1	1		1	1		8	5	47.5	54.0
+0.3	1		2	2	1		2	2	2				8	4	51.5	56.0
+0.2	1		2	1	1		3						7	1	55.0	56.5
+0.1	4	1	2				1	1			1		8	2	59.0	57.5
0.0			3	3	4	4			1	1	1	1	9	9	63.5	62.0
-0.1	2						3		1		1		7		67.0	
-0.2	4	3	4		1			3	1	1	1	2	11	9	72.5	66.5
-0.3	1	3	5	1	2	1	1		2			1	11	6	78.0	69.5
-0.4		2	1	5	2	1	1		1	2			5	10	80.5	74.5
-0.5	2	1	3	3		1		1	3	1			8	7	84.5	78.0
-0.6	1		2	1					1				4	1	86.5	78.5
-0.7	1		1			1		1		1			2	3	87.5	80.0
-0.8		3	1	2		1				2	1		2	8	88.5	84.0
-0.9				1							2		2	1	89.5	84.5
-1.0	1	1	2	1	1		2			1	2		8	3	93.5	86.0
-1.1-	2	3	1	6	4	5	1	3	3	4	3	8	14	29	100.5	100.5
Number	39	39	51	51	40	40	22	22	24	24	25	25	201	201		
75th%ile	1.4	2.4	0.8	1.3	1.2	2.0	0.9	2.0	0.8	1.6	1.0	1.9	1.0	1.8		
50th%ile	0.3	0.7	0.2	0.3	0.6	1.2	0.2	0.4	0.0	0.0	0.4	0.8	0.3	0.5		
25th%ile	-0.2	-0.4	-0.3	-0.5	0.0	0.0	-0.1	-0.2	-0.5	-0.8	-0.9	-1.2	-0.3	-0.5		

#Elapsed Time Between Testings

TABLE 3.2.4: SIXTH GRADE STATUS ON TOTAL INTELLIGENCE TEST FOR FALL 1968 EIGHTH GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN TEN JUNIOR HIGH SCHOOLS

Tests: Lorge-Thorndike Intelligence Test, Form D
Grade: Low 6 (N - 119) and High 6 (N - 57)
Total: 176 Students
Dates: October, 1966

Total Test I.Q.	No. of Students By Semesters of Participation						Total Number	Per Cent	Cumulat. Per Cent
	1	2	3	4	5	6			
100+	8	3	2	1	2		16	8.9	8.9
99		1	1	1			3	1.7	10.6
98			1				1	.6	11.2
97	3	1			1		5	2.8	14.0
96	2		3				5	2.8	16.8
95			1	1			2	1.2	18.0
94	1	2	1				4	2.2	20.2
93	1	2		1			4	2.2	22.4
92	1	1	4				6	3.4	25.8
91	1	1			3	2	7	3.9	29.7
90		2				1	3	1.7	31.4
89	3	1	1	2	2	1	10	5.6	37.0
88	1	3	1				5	2.8	39.8
87	1	1	1		1		4	2.2	42.0
86			1				1	.6	42.6
85	1	3	1	1	1	2	9	5.1	47.7
84	6	2	1	1	1	3	14	7.7	55.4
83	1	2		1	2	2	8	4.5	59.9
82	1	2	5		3	1	12	6.8	66.7
81	2	4	3		1	2	12	6.8	73.5
80		1			1		2	1.2	74.7
79	2	1	2		1		6	3.4	78.1
78			3	1		2	6	3.4	81.5
77		1	1	1			3	1.7	83.2
76	1	1			1	1	4	2.2	85.4
75	1	2	1			2	6	3.4	88.8
74	1			2		2	5	2.8	91.6
73			1			1	2	1.2	92.8
72				1	2	1	4	2.2	95.0
71									
70					1		1	.6	95.6
69				1			1	.6	96.2
68									
67		2					2	1.2	97.4
66			1				1	.6	98.0
65-			1	1			2	1.2	99.2
Number	38	39	37	16	23	23	176		
%iles									
75th	97	92	94	93	91	85	92		
50th	89	85	84	84	83	82	84		
25th	84	81	79	74	81	76	80		

TABLE 3.2.5: EIGHTH GRADE STATUS ON TOTAL INTELLIGENCE TEST FOR FALL 1968 EIGHTH GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN TEN JUNIOR HIGH SCHOOLS

Tests: Lorge-Thorndike Intelligence Test, Form E
Grade: Low 8 (N - 119) and H8 (N - 57)
Total: 176 Students
Dates: September, 1968

Total Test I.Q.	No. of Students By Semesters of Participation 1	2	3	4	5	6	Total Number	Per Cent	Cumulat. Per Cent
100+	6	4	2		3		15	8.4	8.4
99	1		1				2	1.2	9.6
98		2	1				3	1.7	11.3
97	1		1				2	1.2	12.5
96			1				1	.6	13.1
95	1			2			3	1.7	14.8
94	2		1				3	1.7	16.5
93	1		1			2	4	2.2	18.7
92		1			3		4	2.2	20.9
91		1	1	1	1		4	2.2	23.1
90	3	1				1	5	2.8	25.9
89	1	2			3		6	3.4	29.3
88		2					2	1.2	30.5
87	1	1	1	1		2	6	3.4	33.9
86	3	2	2	1	1	1	10	5.6	39.5
85	1					2	3	1.7	41.2
84		3	1				4	2.2	43.4
83	3	3	1	1	1		9	5.1	48.5
82	2	2	1			1	6	3.4	51.9
81	1	2					3	1.7	53.6
80	2	1	2		2	1	8	4.5	58.1
79	2	2	2	1		3	10	5.6	63.7
78	1	1	2		1	1	6	3.4	67.1
77		1		1	2	1	5	2.8	69.9
76		2	4			2	8	4.5	74.4
75	2		1	1	1	2	7	3.9	78.3
74	2			1			3	1.7	80.0
73			1			2	3	1.7	81.7
72				1	2		3	1.7	83.4
71	1		1	1		1	4	2.2	85.6
70									
69		1	3				4	2.2	87.8
68		2	3	1		1	7	3.9	91.7
67			1				1	.6	92.3
66									
65-	1	3	2	3	3		12	6.9	99.2
Number	38	39	37	16	23	23	176		
%iles									
75th	94	89	91	87	92	86	90		
50th	86	83	79	77	83	79	82		
25th	80	79	71	71	77	76	76		

TABLE 3.2.6: TOTAL INTELLIGENCE TEST SCORE CHANGES BETWEEN SIXTH GRADE (OCT. 1966) AND EIGHTH GRADE (SEPT.1968) FOR FALL 1968 EIGHTH GRADE ESEA TITLE I PARTICIPANTS ENROLLED IN TEN JUNIOR HIGH SCHOOLS

Tests: Lorge-Thorndike Intelligence Test, Form D (Gr.6), Form E (Gr.8)
Grade: Low 6 - High 6, and Low 8 - High 8
Total: 176 Students
Dates: October, 1966, and September, 1968

Score Change I.Q.	No. of Students By Semesters of Participation 1	2	3	4	5	6	Total Number	Per Cent	Cumulat. Per Cent
+15+					1		1	.6	.6
+14									
+13			1		1		2	1.2	1.8
+12		2	1				3	1.7	3.5
+11	1	1					2	1.2	4.7
+10		1			2	1	4	2.2	6.9
+ 9		1					1	.6	7.5
+ 8									
+ 7		1				2	3	1.7	9.2
+ 6		2					2	1.2	10.4
+ 5	2		2		2	1	7	3.9	14.3
+ 4	3		1			1	5	2.8	17.1
+ 3	2		2	1	1	1	7	3.9	21.0
+ 2	4	3	1	3	3	2	16	9.0	30.0
+ 1	2	3	1	1	1	2	10	5.6	35.6
0	2	1	1		1		5	2.8	38.4
- 1	3	3	2	1	1		10	5.6	44.0
- 2	1	3	2		2	2	10	5.6	49.6
- 3	3	1	2	1		2	9	5.1	54.7
- 4	1	2	2			2	7	3.9	58.6
- 5	2	2	4		2	2	12	6.8	65.4
- 6	1	2	2	2		1	8	4.5	69.9
- 7	2	2			1		5	2.8	72.7
- 8	1	2	2	2		4	11	6.2	78.9
- 9	1	2	1	2			6	3.4	82.3
-10	2		3	1			6	3.4	85.7
-11	2	2	1		2		7	3.9	89.6
-12									
-13	2	1	1				4	2.2	91.8
-14	1		2				3	1.7	93.5
-15									
-16									
-17				1	2		3	1.7	95.2
-18		1					1	.6	95.8
-19		1					1	.6	96.4
-20-			3	1	1		5	2.8	99.2
Number	38	39	37	16	23	23	176		
%iles									
75th	+ 2	+ 2	+ 1	+ 2	+ 5	+ 3	+ 2		
50th	- 1	- 2	- 5	- 6	0	- 2	- 2		
25th	- 7	- 7	-10	- 9	- 5	- 5	- 8		

TABLE 3.2.7: BEGINNING-OF-SEVENTH GRADE STATUS ON VOCABULARY AND COMPREHENSION TESTS FOR FALL 1968 EIGHTH GRADE ESEA TITLE I PARTICIPANTS IN TEN JUNIOR HIGH SCHOOLS

Tests: Gates-MacGinitie Reading Test, Level D, Form 1M
Grade: Low 7, Actual Grade Placement 7.0
Total: 122 Students
Dates: September, 1967

Reading G.P.	Reading Vocabulary						Reading Comprehension					
	Sem. of Particip. 1&2	3&4	5&6	Total No.	Per Cent	Cumulat. Per Cent	Sem. of Particip. 1&2	3&4	5&6	Total No.	Per Cent	Cumulat. Per Cent
*6.0+	4			4	3.3	3.3	3	1		4	3.3	3.3
5.9							3			3	2.5	5.8
5.8	1	1		2	1.6	4.9						
5.7												
5.6	2	2		4	3.3	8.2	2			2	1.6	7.4
5.5							3	1		3	3.3	10.7
5.4												
5.3	1			1	0.8	9.0		1		1	0.8	11.5
5.2							1			1	0.8	12.3
5.1	3			3	2.5	11.5						
5.0	4	2		6	4.9	16.4	1	1	1	3	2.5	14.8
4.9							1		1	2	1.6	16.4
4.8	3	2		5	4.1	20.5		2		2	1.6	18.0
4.7	4	3		7	5.7	26.2		1		1	0.8	18.8
4.6							2			2	1.6	20.4
4.5		1		1	0.8	27.0	3	2		5	4.1	24.5
4.4	2	1		3	2.5	29.5		1		1	0.8	25.3
4.3												
4.2	1	2	1	4	3.3	32.8	3	2	1	6	4.9	30.2
4.1	2	1	2	5	4.1	36.9	1	4		5	4.1	34.3
4.0		2	1	3	2.5	39.4	1	1	1	3	2.5	36.8
3.9	1	1	1	3	2.5	41.9	3	2	1	6	4.9	41.7
3.8								4	1	5	4.1	45.8
3.7	3	1	1	5	4.1	46.0	1	2		3	2.5	48.3
3.6	2	9	2	13	10.6	56.6	1			1	0.8	49.1
3.5	3	5	2	10	8.2	64.8	1			1	0.8	49.9
3.4							2	1	2	5	4.1	54.0
3.3		2	1	3	2.5	67.3	1	3		4	3.3	57.3
3.2	1	1	3	5	4.1	71.4	1	2	1	4	3.3	60.6
3.1	3	5	5	13	10.6	82.0	1	3		4	3.3	63.9
3.0							2	2	1	5	4.1	68.0
2.9			3	3	2.5	84.5	1	2	2	5	4.1	72.1
2.8	2	3	1	6	4.9	89.4						
2.7								3	2	5	4.1	76.2
2.6-	4	9		13	10.6	100.0	8	12	9	29	23.8	100.0
Number	46	53	23	122			46	53	23	122		
%iles												
75th	5.0	4.2	3.7	4.7			5.2	4.1	3.8	4.4		
50th	4.4	3.6	3.2	3.6			4.1	3.3	2.9	3.5		
25th	3.5	3.1	3.1	3.1			3.1	2.7	2.6	2.7		

*Actual Grade Placement at Time of Testing (7.0)

TABLE 3.2.8: END-OF-SEVENTH GRADE STATUS ON VOCABULARY AND COMPREHENSION TESTS FOR FALL 1968 EIGHTH GRADE ESEA TITLE I PARTICIPANTS IN TEN JUNIOR HIGH SCHOOLS

Tests: Gates-MacGinitie Reading Test, Level D, Form 2M
Grade: High 7, Actual Grade Placement 7.8
Total: 122 Students
Dates: May, 1968

	Reading Vocabulary						Reading Comprehension					
Reading G.P.	Sem. of Particip. 1&2	3&4	5&6	Total No.	Per Cent	Cumulat. Per Cent	Sem. of Particip. 1&2	3&4	5&6	Total No.	Per Cent	Cumulat Per Cent
*6.0+	12	5		17	13.9	13.9	7	3	1	11	9.0	9.0
5.9												
5.8	3			3	2.5	16.4	2			2	1.6	10.6
5.7												
5.6	1	1		2	1.6	18.0	1			1	0.8	11.4
5.5							1	2	2	5	4.1	15.5
5.4		1	1	2	1.6	19.6						
5.3	1			1	0.8	20.4	1			1	0.8	16.3
5.2	2			2	1.6	22.0	3	2		5	4.1	20.4
5.1		2		2	1.6	23.6						
5.0	1		1	2	1.6	25.2	1	1		2	1.6	22.0
4.9								2	2	4	3.3	25.3
4.8	2	1		3	2.5	27.7	1		1	2	1.6	26.9
4.7		1	1	2	1.6	29.3	4	2	1	7	5.7	32.6
4.6							1	3		4	3.3	35.9
4.5		2		2	1.6	30.9		3	1	4	3.3	39.2
4.4	3	4	1	8	6.6	37.5	1	1		2	1.6	40.8
4.3												
4.2		2	1	3	2.5	40.0	1	2		3	2.5	43.3
4.1	2		2	4	3.3	43.3	1	2	1	4	3.3	46.6
4.0	2	1		3	2.5	45.8	1	1	2	4	3.3	49.9
3.9	2	3	1	6	4.9	50.7	1	3	2	6	4.9	54.8
3.8							4	2		6	4.9	59.7
3.7	1	6	1	8	6.6	57.3	1			1	0.8	60.5
3.6		2	1	3	2.5	59.8						
3.5	1	3	4	8	6.6	66.4	1	2	1	4	3.3	63.8
3.4								1	1	2	1.6	65.4
3.3	4	1	1	6	4.9	71.3		2		2	1.6	67.0
3.2	2	3	2	7	5.7	77.0	2	4	2	8	6.6	73.6
3.1	3		1	4	3.3	80.3		1	1	2	1.6	75.2
3.0								2		2	1.6	76.8
2.9	2	2	1	5	4.1	84.4	1	1	2	4	3.3	80.1
2.8	1	4	1	6	4.9	89.3						
2.7								1		1	0.8	80.9
2.6-	1	9	3	13	10.7	100.0	10	10	3	23	18.9	99.8
Number	46	53	23	122			46	53	23	122		
%iles												
75th	6.0	4.5	4.1	5.0			5.3	4.6	4.8	4.9		
50th	4.4	3.7	3.5	3.9			4.4	3.9	3.9	4.0		
25th	3.3	2.9	3.2	3.2			3.2	3.0	3.2	3.1		

*Actual Grade Placement at Time of Testing (7.8)

TABLE 3.2.9: ACTUAL AND ADJUSTED VOCABULARY TEST SCORE CHANGES BETWEEN BEGINNING-OF-SEVENTH GRADE (SEP. 1967) AND END-OF-SEVENTH GRADE (MAY 1968) FOR FALL 1968 EIGHTH GRADE TITLE I PARTICIPANTS IN TEN JUNIOR HIGH SCHOOLS

Tests: Gates-MacGinitie Reading Test, Level D, Form 1M and Level D, Form 2M

Actual Change: End of Grade 7 Test G.P.-Beginning-of-Grade 7 Test G.P.

Adjusted Change: $\frac{\text{Beg.-of-Grade 7 Actual G.P.}}{\text{Beg.-of-Grade 7 Test G.P.}}$(End-of-Grade 7 Test G.P. - Beg.-of-Grade 7 Test G.P.)

Score Change (G.P.)	Number of Students By Semesters of Participation						Total Number		Cumulative Per Cent	
	1 and 2 Sem.		3 and 4 Sem.		5 and 6 Sem.					
	Actual	Adjust.	Actual	Adjust.	Actual	Adjust.	Actual	Adjust.	Actual	Adjust.
+4.1+		1		1	1	3	1	5	.8	4.1
+4.0		2		2				4		7.4
+3.9		1						1		8.2
+3.8										
+3.7				1				1		9.0
+3.6										
+3.5										
+3.4		1						1		9.8
+3.3										
+3.2		1						1		10.6
+3.1										
+3.0										
+2.9										
+2.8	1	2		2			1	4	1.6	13.9
+2.7										
+2.6						1		1		14.7
+2.5				1	1		1	1	2.4	15.5
+2.4		1		2				3		18.0
+2.3		1	1	1			1	2	3.2	19.6
+2.2										
+2.1	1	2		1			1	3	4.0	22.1
+2.0	2	1					2	1	5.6	22.9
+1.9			1				1		6.4	
+1.8		1	1				1	1	7.2	23.7
+1.7						1		1		24.5
+1.6		2	2	1			2	3	8.8	27.0
+1.5	3	1	1	1	2	1	6	3	13.7	29.5
+1.4				2				2		31.1
+1.3			1			1	1	1	14.5	31.9
+1.2	2		1			1	3	1	17.0	32.7
+1.1	1	1	1	2		1	2	4	18.6	36.0
+1.0	1	1	2				3	1	21.1	36.8
+0.9	2			3		2	2	5	22.7	40.9
+0.8#	1	2	1	1		1	2	4	24.3	44.2
+0.7	3		2		1	2	6	2	29.2	45.8
+0.6		1	2	4	2		4	5	32.5	49.9
+0.5		1		6	2	1	2	8	34.1	56.5
+0.4	2		7		3		12		44.0	
+0.3	2		3	2	2		7	2	49.8	58.1
+0.2		1	4	6	1		5	7	53.9	63.9
+0.1	2		8				10		62.1	
0.0	4	4	1	1	2	2	7	7	67.9	69.7
-0.1	1						1		68.7	
-0.2	1	1	1				2	1	70.3	70.5
-0.3	5		4		5		14		82.1	
-0.4	2	2	2				4	2	85.4	72.1
-0.5	1	1	1	1		1	2	3	87.0	74.6
-0.6		2	3			1	3	3	89.5	77.1
-0.7		1		1	1	3	1	5	90.3	81.2
-0.8	2	2		3			2	5	91.9	85.3
-0.9	1			2			1	2	92.7	86.9
-1.0	3	1	2	1		1	5	3	96.8	89.4
-1.1-	3	8	1	5			4	13	100.1	100.1
Number	46	46	53	53	23	23	122	122		
%iles										
75th	0.9	2.1	0.7	1.4	0.6	1.5	0.7	1.6		
50th	0.1	0.5	0.2	0.5	0.4	0.8	0.3	0.6		
25th	-0.4	-0.7	-0.3	-0.0	-0.3	-0.5	-0.3	-0.6		

#Elapsed Time Between Testings

TABLE 3.2.10: ACTUAL AND ADJUSTED COMPREHENSION TEST SCORE CHANGES BETWEEN BEGINNING-OF-SEVENTH GRADE (SEPT. 1967) AND END-OF-SEVENTH GRADE (MAY 1968) FOR FALL 1968 EIGHTH GRADE TITLE I PARTICIPANTS IN TEN JUNIOR HIGH SCHOOLS

Tests: Gates-MacGinitie Reading Test, Level D, Form 1M and Level D, Form 2M

Actual Change: End-of-Grade 7 Test G.P. - Beginning-of-Grade 7 Test G.P.

Adjusted Change:
$$\frac{\text{Beg.-of-Grade 7 Actual G.P.}}{\text{Beg.-of-Grade 7 Test G.P.}}\ (\text{End-of-Grade 7 Test G.P.} - \text{Beg.-of-Grade 7 Test G.P.})$$

Score Change (G.P.)	Number of Students By Semesters of Participation: 1 and 2 Sem. Actual	1 and 2 Sem. Adjust.	3 and 4 Sem. Actual	3 and 4 Sem. Adjust.	5 and 6 Sem. Actual	5 and 6 Sem. Adjust.	Total Number Actual	Total Number Adjust.	Cumulative Per Cent Actual	Cumulative Per Cent Adjust.
+4.1+		3		6	1	1	1	10	.8	8.2
+4.0	1			2			1	2	1.6	9.8
+3.9										
+3.8		1				1		2		11.4
+3.7		1		2				3		13.9
+3.6										
+3.5										
+3.4						1		1		14.7
+3.3						1		1		15.5
+3.2										
+3.1	1	1	1				2	1	3.2	16.3
+3.0				1				1		17.1
+2.9				1				1		17.9
+2.8		1						1		18.7
+2.7	1		1	2		1	2	3	4.8	21.2
+2.6				3		2		5		25.3
+2.5				1		1		2		26.9
+2.4		1		1				2		28.5
+2.3			1				1		5.6	
+2.2		3						3		31.0
+2.1	1	1				1	1	2	6.4	32.6
+2.0	1	1	2	1			3	2	8.9	34.2
+1.9			1	1			1	1	9.7	35.0
+1.8	2					2	2	2	11.3	36.6
+1.7		1	1	1		1	1	3	12.1	39.1
+1.6		1	2	1		1	2	3	13.7	41.6
+1.5			1	1	1		2	1	15.3	42.4
+1.4		1			1	1	1	2	16.1	44.0
+1.3		1		1				2		45.6
+1.2	3	1	3	1	2	2	8	4	22.7	48.9
+1.1	3	1	3	1	3		9	2	30.1	50.5
+1.0	3		1	1	1	1	5	2	34.2	52.1
+0.9			2	1	2		4	1	37.5	52.9
+0.8#	2	1	3	3	2		7	4	43.3	56.2
+0.7	1	1	3		1	2	5	3	47.4	58.7
+0.6	1	2	1		1	1	3	3	49.9	61.2
+0.5			3	2	1		4	2	53.2	62.8
+0.4	1	1	2	1	1		4	2	56.5	64.4
+0.3	3	3	2	1	1		6	4	61.4	67.7
+0.2	2		3	2	2		7	2	67.2	69.3
+0.1	2		2				4		70.5	
0.0	1	1	2	2	1	1	4	4	73.8	72.6
-0.1	3		2				5		77.9	
-0.2		1	2	1			2	2	79.5	74.2
-0.3	2	2		2			2	4	81.1	77.5
-0.4	4		1		1		6		86.0	
-0.5		1	1				1	1	86.8	78.3
-0.6		1		1				2		79.9
-0.7		2	2	2			2	4	88.4	83.2
-0.8	3	2					3	2	90.9	84.8
-0.9	1		2		1		4		94.2	
-1.0	4	2	1			2	5	4	98.3	88.1
-1.1-		7	2	7			2	14	99.9	99.9
Number	46	46	53	53	23	23	122	122		
%iles										
75th	1.1	2.1	1.1	2.7	1.1	2.6	1.1	2.6		
50th	0.3	0.6	0.5	1.1	0.8	1.7	0.6	1.1		
25th	-0.4	-0.7	-0.1	-0.2	0.3	0.7	-0.1	-0.3		

#Elapsed Time Between Testings

TABLE 3.2.11: MIDDLE-OF-TENTH GRADE STATUS ON VOCABULARY AND COMPREHENSION TESTS FOR FALL 1968 TWELFTH GRADE ESEA TITLE I PARTICIPANTS IN FOUR SENIOR HIGH SCHOOLS

Tests: Gates-MacGinitie Reading Test, Level E, Form 2M
Grade: High 10, Actual Grade Placement 10.6
Total: 40 Students **Dates:** February, 1967

Reading G.P.	Reading Vocabulary: Sem. of Particip. 2	3	4	Total No.	Per Cent	Cumulat. Per Cent	Reading Comprehension: Sem. of Particip. 2	3	4	Total No.	Per Cent	Cumulat. Per Cent
*9.0+	1	1		2	5.0	5.0						
8.9												
8.8												
8.7												
8.6							1	2		3	7.5	7.5
8.5								1		1	2.5	10.0
8.4												
8.3								1		1	2.5	12.5
8.2												
8.1												
8.0												
7.9												
7.8							1	2		3	7.5	20.0
7.7	1	2	1	4	10.0	15.0						
7.6												
7.5								1		1	2.5	22.5
7.4							1			1	2.5	25.0
7.3		2		2	5.0	20.0						
7.2								1		1	2.5	27.5
7.1									1	1	2.5	30.0
7.0								1		1	2.5	32.5
6.9		2	1	3	7.5	27.5						
6.8								1		1	2.5	35.0
6.7							1			1	2.5	37.5
6.6		1	1	2	5.0	32.5						
6.5								1		1	2.5	40.0
6.4												
6.3												
6.2	1	1	2	4	10.0	42.5						
6.1												
6.0							2	1		3	7.5	47.5
5.9												
5.8	2	1	1	4	10.0	52.5						
5.7												
5.6												
5.5	1			1	2.5	55.0	1	1	2	4	10.0	57.5
5.4												
5.3							1	1		2	5.0	62.5
5.2	3	2		5	12.5	67.5			1	1	2.5	65.0
5.1								1	1	2	5.0	70.0
5.0												
4.9		2		2	5.0	72.5						
4.8												
4.7												
4.6		4	1	5	12.5	85.0	1	1		2	5.0	75.0
4.5								1		1	2.5	77.5
4.4		1	1	2	5.0	90.0						
4.3								1	1	2	5.0	82.5
4.2												
4.1			1	1	2.5	92.5						
4.0-		3		3	7.5	100.0		4	3	7	17.5	100.0
Number	9	22	9	40			9	22	9	40		
Ziles												
75th		7.3		6.9				7.8		7.4		
50th	5.8	5.2	6.2	5.8			6.0	6.5	5.1	5.5		
25th		4.6		4.6				4.5		4.6		

*Actual Grade Placement at Time of Testing (10.6)

TABLE 3.2.12: END-OF-ELEVENTH GRADE STATUS ON VOCABULARY AND COMPREHENSION TESTS FOR FALL 1968 TWELFTH GRADE ESEA TITLE I PARTICIPANTS IN FOUR SENIOR HIGH SCHOOLS

Tests: Gates-MacGinitie Reading Test, Level E, Form 2M
Grade: High 11, Actual Grade Placement 11.8
Total: 40 Students Dates: May, 1968

	Reading Vocabulary						Reading Comprehension					
Reading G.P.	Sem. of Particip. 2	3	4	Total No.	Per Cent	Cumulat. Per Cent	Sem. of Particip. 2	3	4	Total No.	Per Cent	Cumulat. Per Cent
*9.0+	1	2		3	7.5	7.5	1	4		5	12.5	12.5
8.9		1		1	2.5	10.0	1			1	2.5	15.0
8.8												
8.7												
8.6		2		2	5.0	15.0						
8.5												
8.4								1	1	2	5.0	20.0
8.3		2	2	4	10.0	25.0						
8.2												
8.1												
8.0								1		1	2.5	22.5
7.9		1		1	2.5	27.5						
7.8												
7.7	1	1	1	3	7.5	35.0						
7.6								1		1	2.5	25.0
7.5												
7.4							2	1		3	7.5	32.5
7.3	1	2		3	7.5	42.5						
7.2								1	1	2	5.0	37.5
7.1									1	1	2.5	40.0
7.0								2		2	5.0	45.0
6.9		1		1	2.5	45.0						
6.8												
6.7												
6.6	1	1	1	3	7.5	52.5						
6.5							1	1	1	3	7.5	52.5
6.4												
6.3												
6.2	1	1	1	3	7.5	60.0		1		1	2.5	55.0
6.1												
6.0												
5.9												
5.8		1		1	2.5	62.5	1	2	1	4	10.0	65.0
5.7												
5.6		1		1	2.5	65.0						
5.5	1		1	2	5.0	70.0	1	1	1	3	7.5	72.5
5.4												
5.3												
5.2	1			1	2.5	72.5						
5.1												
5.0												
4.9	1		1	2	5.0	77.5						
4.8							1			1	2.5	75.0
4.7												
4.6	1	1		2	5.0	82.5		2		2	5.0	80.0
4.5							1			1	2.5	82.5
4.4		1	1	2	5.0	87.5						
4.3									1	1	2.5	85.0
4.2												
4.1								1		1	2.5	87.5
4.0-		4	1	5	12.5	100.0		3	2	5	12.5	100.0
Number	9	22	9	40			9	22	9	40		
%iles					*Actual Grade Placement at Time of Testing (11.8)							
75th		8.3		8.3				8.0		7.6		
50th	6.2	7.3	6.2	6.6			6.5	7.0	5.8	6.5		
25th		4.6		4.9				4.6		4.6		

TABLE 3.2.13: ACTUAL AND ADJUSTED VOCABULARY TEST SCORE CHANGES BETWEEN TENTH GRADE (FEB. 1967) AND ELEVENTH GRADE (MAY 1968) FOR FALL 1968 TWELFTH GRADE ESEA TITLE I PARTICIPANTS

Tests: Gates-MacGinitie Reading Test, Level E, Form 2M

Actual Change: 11th Grade Test G.P. - 10th Grade Test G.P.

Adjusted Change: $\frac{\text{10th Grade Actual G.P.}}{\text{10th Grade Test G.P.}}$ (11th Grade Test G.P. - 10th Grade Test G.P.)

Score Change (G.P.)	Number of Students By Semesters of Participation						Total Number		Cumulative Per Cent	
	2 Semesters		3 Semesters		4 Semesters					
	Actual	Adjust.	Actual	Adjust.	Actual	Adjust.	Actual	Adjust.	Actual	Adjust.
+4.1+		1		5		1		7		17.5
+4.0										
+3.9										
+3.8			1				1		2.5	
+3.7			1				1		5.0	
+3.6				1				1		20.0
+3.5										
+3.4						1		1		22.5
+3.3			1				1		7.5	
+3.2				1				1		25.0
+3.1										
+3.0										
+2.9										
+2.8										
+2.7										
+2.6										
+2.5			1	1			1	1	10.0	27.5
+2.4										
+2.3				1				1		30.0
+2.2	1						1		12.5	
+2.1			1	1		2	1	3	15.0	37.5
+2.0		1	1				1	1	17.5	40.0
+1.9		1			1		1	1	20.0	42.5
+1.8			2	1	1		3	1	27.5	45.0
+1.7				1				1		47.5
+1.6				1				1		50.0
+1.5			1	1			1	1	30.0	52.5
+1.4				1	1		1	1	32.5	55.0
+1.3			1				1		35.0	
+1.2 #			1				1		37.5	
+1.1	1						1		40.0	
+1.0	1		1				2		45.0	
+0.9		1	1		1		2	1	50.0	57.5
+0.8	1		2			2	3	2	57.5	62.5
+0.7						1		1		65.0
+0.6		1		1	1		1	2	60.0	70.0
+0.5										
+0.4			1		1		2		65.0	
+0.3	1				1		2		70.0	
+0.2										
+0.1										
0.0			1	1			1	1	72.5	72.5
-0.1										
-0.2			1				1		75.0	
-0.3										
-0.4										
-0.5										
-0.6	2		1	1			3	1	82.5	75.0
-0.7	1		1				2		87.5	
-0.8										
-0.9	1						1		90.0	
-1.0			1				1		92.5	
-1.1		1						1		77.5
-1.2		1	1	1			1	2	95.0	82.5
-1.3					1		1		97.5	
-1.4										
-1.5		2		3	1	2	1	7	100.0	100.0
No.	9	9	22	22	9	9	40	40		
75th%ile			2.0	3.6			1.8	3.2		
50th%ile	0.3	0.6	1.2	1.8	0.6	0.8	0.9	1.6		
25th%ile			0.4	0.6			-0.2	-0.6		

#Elapsed Time Between Testings

TABLE 3.2.14: ACTUAL AND ADJUSTED COMPREHENSION TEST SCORE CHANGES BETWEEN TENTH GRADE (FEB. 1967) AND ELEVENTH GRADE (MAY 1968) FOR FALL 1968 TWELFTH GRADE ESEA TITLE I PARTICIPANTS

Tests: Gates-MacGinitie Reading Test, Level E, Form 2M

Actual Change: 11th Grade Test G.P. - 10th Grade Test G.P.

Adjusted Change: $\frac{\text{10th Grade Actual G.P.}}{\text{10th Grade Test G.P.}}$ (11th Grade Test G.P. - 10th Grade Test G.P.)

Score Change (G.P.)	Number of Students By Semesters of Participation						Total Number		Cumulative Per Cent	
	2 Semesters		3 Semesters		4 Semesters					
	Actual	Adjust.	Actual	Adjust.	Actual	Adjust.	Actual	Adjust.	Actual	Adjust.
+4.1 +		1	2	3		3	2	7	5.0	17.5
+4.0										
+3.9										
+3.8										
+3.7				1	1		1	1	7.5	20.0
+3.6										
+3.5										
+3.4										
+3.3										
+3.2						1		1		22.5
+3.1										
+3.0				1				1		25.0
+2.9				1	2		2	1	12.5	27.5
+2.8										
+2.7						1		1		30.0
+2.6			1				1		15.0	
+2.5										
+2.4										
+2.3										
+2.2		1		2				3		37.5
+2.1	1						1		17.5	
+2.0				1				1		40.0
+1.9										
+1.8	1		1	1			2	1	22.5	42.5
+1.7					1		1		25.0	
+1.6										
+1.5										
+1.4		1		1		1		3		50.0
+1.3			1	1			1	1	27.5	52.5
+1.2 #			2	1			2	1	32.5	55.0
+1.1	1		1				2		37.5	
+1.0			2				2		42.5	
+0.9			1				1		45.0	
+0.8				1	1	1	1	2	47.5	60.0
+0.7					1		1		50.0	
+0.6			2	2			2	2	55.0	65.0
+0.5										
+0.4			2		1		3		62.5	
+0.3			1	1			1	1	65.0	67.5
+0.2										
+0.1										
0.0	1	1	1	1			2	2	70.0	72.5
-0.1	1						1		72.5	
-0.2	2	1	1				3	1	80.0	75.0
-0.3		1						1		77.5
-0.4		1			1		1	1	82.5	80.0
-0.5	1						1		85.0	
-0.6			1				1		87.5	
-0.7	1						1		90.0	
-0.8										
-0.9		1						1		82.5
-1.0										
-1.1										
-1.2			2			1	2	1	95.0	85.0
-1.3		1						1		87.0
-1.4										
-1.5			1	4	1	1	2	5	100.0	100.0
No.	9	9	22	22	9	9	40	40		
75th%ile			1.2	2.9			1.7	3.0		
50th%ile	-0.1	-0.2	0.9	1.4	0.8	2.7	0.7	1.4		
25th%ile			0.3	0.6			-0.2	-0.2		

#Elapsed Time Between Testings

TABLE 3.2.15: TENTH GRADE STATUS ON TOTAL INTELLIGENCE TEST FOR FALL 1968 TWELFTH GRADE ESEA TITLE I PARTICIPANTS IN FOUR SENIOR HIGH SCHOOLS

Tests: Lorge-Thorndike Intelligence Test, Form G
Grade: Low 10
Total: 40 Students
Dates: October, 1966

	ESEA Title I Participants		
LTIT Score (IQ)	Number of Students	Per Cent	Cumulative Per Cent
100+			
99	1	2.5	2.5
98			
97			
96			
95	2	5.0	7.5
94			
93			
92	2	5.0	12.5
91			
90	2	5.0	17.5
89	1	2.5	20.0
88	2	5.0	25.0
87	1	2.5	27.5
86	3	7.5	35.0
85	1	2.5	37.5
84	3	7.5	45.0
83	1	2.5	47.5
82	1	2.5	50.0
81	1	2.5	52.5
80	2	5.0	57.5
79	5	12.5	70.0
78	3	7.5	77.5
77	1	2.5	80.0
76	1	2.5	82.5
75	4	10.0	92.5
74			
73			
72			
71			
70	3	7.5	100.0
Number	40		
%iles			
75th	88		
50th	82		
25th	78		

TABLE 3.2.16: BEGINNING-OF-TENTH GRADE STATUS ON VOCABULARY AND COMPREHENSION TESTS FOR FALL 1968 TWELFTH GRADE ESEA TITLE I PARTICIPANTS IN FOUR SENIOR HIGH SCHOOLS

Tests: Gates-MacGinitie Reading Test, Level E, Form 1M
Grade: Low 10, Actual Grade Placement 10.1
Total: 26 Students Dates: October, 1966

	Reading Vocabulary						Reading Comprehension					
Reading G.P.	Sem. of Particip. 2	3	4	Total No.	Per Cent	Cumulat. Per Cent	Sem. of Particip. 2	3	4	Total No.	Per Cent	Cumulat. Per Cent
*9.0+												
8.9												
8.8												
8.7												
8.6		1		1	3.8	3.8	1			1	3.8	3.8
8.5												
8.4												
8.3									1	1	3.8	7.6
8.2												
8.1												
8.0								1		1	3.8	11.4
7.9												
7.8								1		1	3.8	15.2
7.7			1	1	3.8	7.6						
7.6							2			2	7.7	22.9
7.5												
7.4												
7.3	1			1	3.8	11.4						
7.2												
7.1												
7.0								2		2	7.7	30.6
6.9	1			1	3.8	15.2						
6.8												
6.7												
6.6		2		2	7.7	22.9						
6.5							1			1	3.8	34.4
6.4												
6.3												
6.2												
6.1												
6.0												
5.9												
5.8			1	1	3.8	26.7	1			1	3.8	38.2
5.7												
5.6												
5.5	2	2		4	15.4	42.1		1		1	3.8	42.0
5.4												
5.3								1		1	3.8	45.8
5.2	1			1	3.8	45.9						
5.1												
5.0												
4.9			2	2	7.7	53.6						
4.8												
4.7												
4.6	1			1	3.8	57.4						
4.5		1		1	3.8	61.2			1	1	3.8	49.6
4.4	3	1	1	5	19.2	80.4						
4.3												
4.2												
4.1	1	1		2	7.7	88.1		1		1	3.8	53.4
4.0-	1	1	1	3	11.5	99.6	6	2	4	12	46.2	99.6
Number	11	9	6	26	*Actual Grade Placement at Time of Testing (10.1)		11	9	6	26		
%iles												
75th				5.8						7.0		
50th	4.6	5.5	4.9	4.9			4.0	5.5	4.0	4.5		
25th				4.4						4.0		

TABLE 3.2.17: BEGINNING-OF-ELEVENTH GRADE STATUS ON VOCABULARY AND COMPREHENSION TESTS FOR FALL 1968 TWELFTH GRADE ESEA TITLE I PARTICIPANTS IN FOUR SENIOR HIGH SCHOOLS

Tests: Gates-MacGinitie Reading Test, Level E, Form 1M
Grade: Low 11, Actual Grade Placement 11.0
Total: 26 Students Dates: September, 1967

	Reading Vocabulary						Reading Comprehension					
Reading G.P.	Sem. of Particip. 2	3	4	Total No.	Per Cent	Cumulat. Per Cent	Sem. of Particip. 2	3	4	Total No.	Per Cent	Cumulat. Per Cent
*9.0+												
8.9									1	1	3.8	3.8
8.8	1			1	3.8	3.8						
8.7												
8.6												
8.5												
8.4												
8.3	1			1	3.8	7.6						
8.2								1		1	3.8	7.6
8.1												
8.0												
7.9		1		1	3.8	11.4						
7.8							2	1		3	11.5	19.1
7.7		1		1	3.8	15.2						
7.6								1		1	3.8	22.9
7.5												
7.4							2	1		3	11.5	34.4
7.3	1	1	1	3	11.5	26.7						
7.2							1			1	3.8	38.2
7.1												
7.0								1		1	3.8	42.0
6.9	1	1		2	7.7	34.4						
6.8												
6.7							2			2	7.7	49.7
6.6	1			1	3.8	38.2						
6.5								1		1	3.8	53.5
6.4												
6.3												
6.2		1		1	3.8	42.0	1			1	3.8	57.3
6.1								1		1	3.8	61.1
6.0												
5.9												
5.8												
5.7												
5.6												
5.5												
5.4												
5.3												
5.2		1		1	3.8	45.8			1	1	3.8	64.9
5.1												
5.0												
4.9	3		1	4	15.4	61.2						
4.8									1	1	3.8	68.7
4.7												
4.6			2	2	7.7	68.9						
4.5							1	1		2	7.7	76.4
4.4	1			1	3.8	72.7						
4.3									2	2	7.7	84.1
4.2												
4.1												
4.0-	2	3	2	7	26.9	99.6	2	1	1	4	15.4	99.5
Number	11	9	6	26	*Actual Grade Placement at Time of Testing (11.0)		11	9	6	26		
%iles												
75th				7.3						7.4		
50th	4.9	6.2	4.6	4.9			6.7	7.0	4.8	6.7		
25th				4.4						4.5		

TABLE 3.2.18: ACTUAL AND ADJUSTED VOCABULARY TEST SCORE CHANGES BETWEEN TENTH GRADE (OCT. 1966) AND ELEVENTH GRADE (SEP. 1967) FOR FALL 1968 TWELFTH GRADE ESEA TITLE I PARTICIPANTS

Tests: Gates-MacGinitie Reading Test, Level E, Form 1M

Actual Change: 11th Grade Test G.P. - 10th Grade Test G.P.

Adjusted Change: $\frac{\text{10th Grade Actual G.P.}}{\text{10th Grade Test G.P.}}$ (11th Grade Test G.P. - 10th Grade Test G.P.

Score Change (G.P.)	Number of Students By Semesters of Participation 2 Semesters Actual	 Adjust.	 3 Semesters Actual	 Adjust.	 4 Semesters Actual	 Adjust.	Total Number Actual	 Adjust.	Cumulative Per Cent Actual	 Adjust.
+4.1+		2						2		7.7
+4.0				1				1		11.5
+3.9										
+3.8										
+3.7										
+3.6										
+3.5				1				1		15.3
+3.4										
+3.3										
+3.2		1		1				2		23.0
+3.1										
+3.0		1						1		26.8
+2.9										
+2.8										
+2.7	1						1		3.8	
+2.6						1		1		30.6
+2.5										
+2.4										
+2.3										
+2.2	1	1	1				2	1	11.5	34.4
+2.1										
+2.0	1	1		1			1	2	15.3	42.1
+1.9										
+1.8			1	1		1	1	2	19.1	49.8
+1.7	1						1		22.9	
+1.6			1				1		26.7	
+1.5	1				1		2		34.4	
+1.4		1						1		53.6
+1.3			1				1		38.2	
+1.2										
+1.1										
+1.0	1						1		42.0	
+0.9 #										
+0.8	1		1		1		3		53.5	
+0.7										
+0.6										
+0.5										
+0.4										
+0.3										
+0.2										
+0.1										
0.0			1	1	1	1	2	2	61.2	61.3
-0.1										
-0.2					1		1		65.0	
-0.3			1				1		68.8	
-0.4										
-0.5						1		1		65.1
-0.6	1			1			1	1.	72.6	68.9
-0.7										
-0.8					1		1		76.4	
-0.9										
-1.0	1						1		80.2	
-1.1	1	1					1	1	84.0	72.7
-1.2	1	1					1	1	87.8	76.5
-1.3										
-1.4										
-1.5		2	2	2	1	2	3	6	99.3	99.5
No.	11	11	9	9	6	6	26	26		
75th%ile							1.6	3.0		
50th%ile	1.0	2.0	0.8	1.8	0.0	0.0	0.8	1.8		
25th%ile							-0.8	-1.2		

#Elapsed Time Between Testings

TABLE 3.2.19: ACTUAL AND ADJUSTED COMPREHENSION TEST SCORE CHANGES BETWEEN TENTH GRADE (OCT. 1966) AND ELEVENTH GRADE (SEP. 1967) FOR FALL 1968 TWELFTH GRADE ESEA TITLE I PARTICIPANTS

Tests: Gates-MacGinitie Reading Test, Level E, Form 1M

Actual Change: 11th Grade Test G.P. - 10th Grade Test G.P.

Adjusted Change: $\frac{\text{10th Grade Actual G.P.}}{\text{10th Grade Test G.P.}}$ (11th Grade Test G.P. - 10th Grade TestG.P.)

Score Change (G.P.)	Number of Students By Semesters of Participation						Total Number		Cumulative Per Cent	
	2 Semesters		3 Semesters		4 Semesters					
	Actual	Adjust.	Actual	Adjust.	Actual	Adjust.	Actual	Adjust.	Actual	Adjust.
+4.1+	1	3		3			1	6	3.8	23.0
+4.0				1				1		26.8
+3.9										
+3.8						1		1		30.6
+3.7										
+3.6										
+3.5										
+3.4										
+3.3										
+3.2										
+3.1						1		1		34.4
+3.0	2						2		11.5	
+2.9										
+2.8										
+2.7		1						1		38.2
+2.6										
+2.5										
+2.4		1	1				1	1	15.3	42.0
+2.3			1				1		19.1	
+2.2										
+2.1			1				1		22.9	
+2.0										
+1.9			1				1		26.7	
+1.8										
+1.7										
+1.6	1					1	1	1	30.5	45.8
+1.5										
+1.4		1			1		1	1	34.3	49.6
+1.3										
+1.2										
+1.1										
+1.0										
+0.9 #	2						2		42.0	
+0.8				1	1		1	1	45.8	53.4
+0.7						1		1		57.2
+0.6			1		1	1	2	1	53.5	61.0
+0.5		1			1		1	1	57.3	64.8
+0.4										
+0.3		1		1	1	1	1	3	61.1	76.3
+0.2	2		1		1		4		76.5	
+0.1										
0.0			1	1			1	1	80.3	80.1
-0.1										
-0.2										
-0.3										
-0.4	1						1		84.1	
-0.5	1	1					1	1	87.9	83.9
-0.6			1				1		91.7	
-0.7										
-0.8										
-0.9										
-1.0										
-1.1										
-1.2										
-1.3										
-1.4		1						1		87.7
-1.5	1	1	1	2			2	3	99.5	99.2
No.	11	11	9	9	6	6	26	26		
75th%ile							1.9	4.0		
50th%ile	0.9	1.4	0.6	0.8	0.6	1.6	0.6	1.4		
25th%ile							0.2	0.3		

#Elapsed Time Between Testings

3.4.1A: JUNIOR HIGH STUDENT SELF-RATING FORM

How I feel about myself, my class, my classmates, my school and my teachers.
Read each question carefully. Check the answer which best tells about you.

January Survey 550 Students
May Survey 334 Students

	Always or Almost Always		Often		Some-times		Never or Almost Never		No or Multiple Response	
	Jan.	May	Jan.	May	Jan.	May	Jan.	May	Jan.	May
1. Do I like school?	30%	31%	14%	13%	41%	49%	7%	7%	8%	1%
2. Do I take part in class discussions?	25	19	17	21	44	46	11	12	3	2
3. Do I understand directions given aloud by teachers?	27	29	22	24	40	44	5	2	6	1
4. Do I understand written directions?	29	31	20	21	37	39	4	5	10	3
5. Do I do my class work?	46	48	20	22	25	24	2	3	7	3
6. Do I make up work I miss in class?	19	20	17	15	38	42	17	19	9	4
7. Do my teachers give me as much help as I need with my school work?	26	36	17	19	35	34	19	7	3	4
8. Are my teachers good teachers?	34	34	18	20	36	34	9	8	3	4
9. Do my teachers treat me fairly?	32	33	18	20	37	33	8	10	5	4
10. Do I get just as much attention from my teachers as the other students do?	25	27	19	27	36	30	15	12	5	3
11. Do my teachers really care about how well I do in school?	43	42	14	21	21	25	15	7	7	5
12. Do my teachers understand me and my problems?	18	21	17	19	39	40	20	17	6	3
13. Am I graded fairly by my teachers?	39	40	18	19	25	29	10	9	8	3
14. Do I enjoy this class and like to come to it?	39	41	16	19	26	27	13	10	6	3
15. Do all students have an equal chance to get good grades in this class if they work hard?	60	66	12	11	16	15	4	3	8	5
16. Do I think that ESEA Compensatory classes are helping me?	47	49	16	16	19	21	12	11	6	3
17. When a student does something wrong in class, is his punishment a fair one?	21	25	16	17	38	35	20	18	5	5
18. Do I get along well with my classmates?	40	34	17	22	33	33	4	4	6	7
19. Do I make friends easily?	38	37	18	22	30	28	8	7	6	6
20. Do I behave in a gentlemanly or lady-like manner in class?	29	23	23	31	42	35	5	5	1	6
21. If I work hard can I do well in school?	67	71	11	11	12	12	3	2	7	4

	Very well		All right		I could do better		No or multiple response	
	Jan.	May	Jan.	May	Jan.	May	Jan.	May
22. How well do I follow directions?	22%	24%	52%	54%	20%	16%	6%	6%
23. How well do I read silently?	36	35	41	39	16	18	7	8
24. How well do I read out loud?	28	22	43	43	23	28	6	7
25. How well do I understand what I read?	23	24	50	48	19	21	8	7
26. How well do I work in a group?	32	30	43	49	18	15	7	6
27. How well do I spell?	23	21	34	34	35	39	8	6
28. How well do I do in arithmetic?	28	29	36	33	29	32	7	6
29. How well do I use my library reference skills?	17	19	39	42	36	30	8	9
30. How well do I write sentences?	25	26	49	47	19	20	7	7
31. How well do I write paragraphs?	17	20	45	41	30	31	8	8
32. How well can I explain my thoughts when speaking?	18	18	45	49	29	26	8	7
33. How well do I capitalize and punctuate?	20	20	42	41	31	33	7	6
34. How well can I take helpful notes in class or on my reading?	19	19	40	40	34	36	7	5

3.4.1B: **SENIOR HIGH STUDENT SELF-RATING FORM**

How I feel about myself, my class, my classmates, my school and my teachers.
Read each question carefully. Check the answer which best tells about you.

January Survey 397 Students
May Survey 146 Students

		Always or Almost Always		Often		Some- times		Never or Almost Never		No or Multiple Response	
		Jan.	May	Jan.	May	Jan.	May	Jan.	May	Jan.	May
1.	Do I like school?	31%	34%	16%	18%	46%	44%	6%	3%	1%	1%
2.	Do I take part in class discussions?	22	19	18	25	47	49	9	5	3	1
3.	Do I understand directions given aloud by teachers?	31	34	27	31	38	32	2	2	2	2
4.	Do I understand written directions?	29	28	24	23	41	42	2	5	4	2
5.	Do I do my class work?	43	35	26	27	28	33	2	2	1	3
6.	Do I make up work I miss in class?	24	22	19	18	44	44	9	15	3	1
7.	Do my teachers give me as much help as I need with my school work?	26	33	21	21	40	37	10	10	3	0
8.	Are my teachers good teachers?	32	29	23	27	38	38	4	3	3	3
9.	Do my teachers treat me fairly?	34	35	25	25	35	33	3	7	3	1
10.	Do I get just as much attention from my teachers as the other students do?	38	43	20	21	32	23	6	9	4	4
11.	Do my teachers really care about how well I do in school?	29	34	21	24	31	29	12	9	7	5
12.	Do my teachers understand me and my problems?	11	19	17	16	43	44	22	18	7	3
13.	Am I graded fairly by my teachers?	35	32	27	25	27	32	7	7	4	4
14.	Do I enjoy this class and like to come to it?	39	40	18	18	32	32	8	5	3	3
15.	Do all students have an equal chance to get good grades in this class if they work hard?	69	68	14	18	10	10	4	1	3	1
16.	Do I think that ESEA Compensatory classes are helping me?	41	51	12	12	29	27	13	8	5	2
17.	When a student does something wrong in class, is his punishment a fair one?	23	23	21	26	40	36	11	10	5	5
18.	Do I get along well with my classmates?	45	47	23	27	24	22	5	1	3	4
19.	Do I make friends easily?	42	39	20	29	29	28	6	3	3	1
20.	Do I behave in a gentlemanly or lady-like manner in class?	47	43	22	23	23	25	5	3	3	5
21.	If I work hard can I do well in school?	67	71	17	14	10	11	2	1	4	4

		Very well		All right		I could do better		No or multi- ple response	
		Jan.	May	Jan.	May	Jan.	May	Jan.	May
22.	How well do I follow directions?	20 %	25%	64 %	64%	12	10%	4	1%
23.	How well do I read silently?	38	32	43	46	15	21	4	1
24.	How well do I read out loud?	18	14	45	51	33	33	4	1
25.	How well do I understand what I read?	17	12	53	56	26	31	4	1
26.	How well do I work in a group?	27	29	51	56	18	14	4	1
27.	How well do I spell?	17	16	37	44	42	44	4	0
28.	How well do I do in arithmetic?	25	29	37	42	32	26	5	2
29.	How well do I use my library reference skills?	12	8	39	47	45	42	4	4
30.	How well do I write sentences?	19	13	52	57	26	27	3	3
31.	How well do I write paragraphs?	15	12	52	51	30	34	3	3
32.	How well can I explain my thoughts when speaking?	18	17	50	45	28	33	4	5
33.	How well do I capitalize and punctuate?	16	12	46	53	34	32	4	4
34.	How well can I take helpful notes in class or on my reading?	14	13	46	49	36	35	4	3

TABLE 3.5.1: SECONDARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

Data based on information offered by classroom teachers in five Junior High Schools and three Senior High Schools (Pre-Survey - December, 1968; Post-Survey, May, 1969)

	Per Cent of Teachers Responding							
	Junior High School				Senior High School			
	Most Important		Least Important		Most Important		Least Important	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
No. of Teachers	(65)	(69)	(65)	(69)	(30)	(28)	(30)	(28)
1. WHAT SPECIAL QUALITIES SHOULD A TEACHER HAVE TO TEACH ESEA COMPENSATORY CLASSES? INDICATE THE 3 MOST IMPORTANT AND 3 LEAST IMPORTANT.								
a. Affection for students..................	43%	52%	17%	16%	57%	57%	10%	4%
b. Empathy toward persons from different cultural backgrounds..................	51	49	11	7	63	71		0
c. Understanding of the environment of the disadvantaged........................	59	55	5	7	50	54	7	0
d. **Maintenance** of discipline..............	42	38	25	22		11	57	68
e. Interest in using community resources, i.e. guest speakers, enrichment trips, etc................................	14	9	38	38	10	21	20	29
f. Sound preparation in the subject field..	45	38	20	28	20	21	37	43
g. Interest in professional growth, i.e. in-service courses, advanced work, community participation, etc............	17	14	32	46	7	11	54	46
h. Interest in trying new methods and materials..............................	52	59	5	9	54	68		4
i. Skill in audio-visual techniques........	8	4	65	83	3	4	50	79

	Junior High		Senior High	
	Pre	Post	Pre	Post
No. of Teachers	(65)	(69)	(30)	(28)
13. ESEA COMPENSATORY STUDENTS OUGHT TO BE GRADED:				
a. On the same standards that prevail in regular classes.	9	6	10	0
b. On the basis of the individual student's growth.	80	68	74	71
c. Other (specify)				
A B or F grades only	5	0	0	0
Pass - Fail	2	3	10	14
Other or no answer	4	25	6	15

TABLE
3.5.1:
(cont'd)

SECONDARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Teachers Responding			
	Junior High		Senior High	
	Pre	Post	Pre	Post
No. of Teachers	(65)	(69)	(30)	(28)
2. IN THINKING OF YOUR CLASSROOM SITUATION, TO WHAT EXTENT HAS THE ESEA PROGRAM PROVIDED OPPORTUNITIES:				
a. To create an environment conducive to student learning?				
A great deal	26%	38%	30%	32%
Some	49	46	57	54
Little	14	13	3	11
Not at all	8	3	7	4
No answer	3		3	
b. To stimulate student interest and curiosity?				
A great deal	14	22	13	29
Some	48	57	60	57
Little	23	20	17	11
Not at all	9	0	3	4
No answer	6	1	7	
c. To increase student motivation and interest in reading and language?				
A great deal	22	29	20	32
Some	48	51	50	36
Little	17	12	20	21
Not at all	6	4		4
No answer	7	4	10	7
d. To plan and develop innovative teaching methods?				
A great deal	18	25	37	39
Some	52	49	43	39
Little	14	23	10	18
Not at all	9	3	3	4
No answer	7		7	
e. To plan and develop effective instructional materials?				
A great deal	23	25	30	36
Some	42	45	47	29
Little	22	25	17	18
Not at all	8	4		18
No answer	5	1	6	
f. To be assisted in understanding student behavior?				
A great deal	25	17	27	21
Some	38	52	33	50
Little	20	25	27	18
Not at all	12	4	10	11
No answer	5	1	3	
g. To diagnose students' academic needs?				
A great deal	34	46	20	21
Some	37	41	47	57
Little	12	9	27	18
Not at all	9	3	3	4
No answer	8	1	3	

TABLE
3.5.1:
(cont'd)

SECONDARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Teachers Responding			
	Junior High		Senior High	
	Pre	Post	Pre	Post
No. of Teachers	(65)	(69)	(30)	(28)
2. IN THINKING OF YOUR CLASSROOM SITUATION, TO WHAT EXTENT HAS THE ESEA PROGRAM PROVIDED OPPORTUNITIES: (Continued)				
h. To improve classroom control and management?				
A great deal	23	45	23	14
Some	45	35	57	54
Little	20	12	13	18
Not at all	6	9	3	11
No answer	6		4	4
i. To work with selected students who need remedial help?				
A great deal	40	55	33	54
Some	35	30	43	36
Little	17	12	13	11
Not at all	5	1	7	0
No answer	3	1	4	
j. To develop in students desirable standards of behavior and a respect for others?				
A great deal	12	22	23	7
Some	43	52	43	61
Little	31	17	23	25
Not at all	9	7	3	4
No answer	5	1	8	4
k. To improve student attitude toward authority?				
A great deal	8	17	17	0
Some	42	42	43	57
Little	29	29	27	21
Not at all	15	12	7	18
No answer	6		6	4
l. To provide more meaningful oral language expression?				
A great deal	32	23	23	32
Some	40	49	50	57
Little	15	19	20	7
Not at all	5	6		4
No answer	8	3	7	
m. To raise the achievement level of the students?				
A great deal	23	29	17	25
Some	54	54	53	50
Little	17	13	20	14
Not at all	2	0	3	4
No answer	4	4	7	7

TABLE
3.5.1:
(cont'd)

SECONDARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Teachers Responding			
	Junior High		Senior High	
	Pre	Post	Pre	Post
No. of Teachers	(65)	(69)	(30)	(28)
3. BECAUSE OF THE ESEA PROGRAM HAVE YOU NOTICED ANY IMPROVEMENT IN THE OPPORTUNITIES OF STUDENTS:				
a. To have cultural and enrichment contacts?				
A great deal	8	10	10	32
Some	32	48	57	57
Little	34	29	30	11
Not at all	20	13	3	0
No answer	6			
b. To become aware of educational and occupational opportunities?				
A great deal	11	7	17	25
Some	34	41	53	50
Little	37	38	27	25
Not at all	12	12	3	0
No answer	6	3		
c. To be exposed to materials which illustrate the many contributions of minority groups?				
A great deal	20	17	40	39
Some	34	42	40	32
Little	25	23	10	18
Not at all	14	17	10	11
No answer	7			
4. BECAUSE OF THE ESEA PROGRAM HAVE YOU NOTICED ANY CHANGES FOR THE ESEA TEACHERS IN THE FOLLOWING:				
a. To share among staff members improved techniques for reading and language development?				
A great deal	23	42	23	46
Some	29	43	37	39
Little	34	9	23	7
Not at all	9	4	10	7
No answer	5	1	7	
b. To examine, evaluate and select the best new materials?				
A great deal	26	25	30	25
Some	23	43	43	61
Little	28	23	17	7
Not at all	18	6	7	7
No answer	5	3	3	
c. To observe and exchange successful ideas and techniques at your school?				
A great deal	23	26	27	25
Some	37	43	37	46
Little	20	25	23	21
Not at all	15	4	10	7
No answer	5	1	3	

TABLE
3.5.1:
(cont'd)

SECONDARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Teachers Responding			
	Junior High		Senior High	
	Pre	Post	Pre	Post
No. of Teachers	(65)	(69)	(30)	(28)
4. BECAUSE OF THE ESEA PROGRAM HAVE YOU NOTICED ANY CHANGES FOR THE ESEA TEACHERS IN THE FOLLOWING:				
d. To understand the environment of the culturally disadvantaged?				
A great deal	14	16	27	25
Some	45	46	43	46
Little	25	25	17	21
Not at all	11	10	10	7
No answer	5	3	3	
e. To develop empathy toward persons from different cultural backgrounds?				
A great deal	14	22	27	29
Some	48	46	37	50
Little	20	17	23	14
Not at all	11	9	7	4
No answer	7	6	6	4
f. To develop an interest in using community resources, guest speakers, enrichment trips, etc.?				
A great deal	9	10	10	21
Some	35	45	43	54
Little	35	32	33	25
Not at all	12	9	14	0
No answer	9	4		
g. To become involved with parents of ESEA students?				
A great deal	11	12	7	11
Some	23	28	13	29
Little	32	41	40	29
Not at all	25	16	40	32
No answer	9	4		
5. DO YOUR OBJECTIVES DIFFER DEPENDING UPON THE TYPE OF STUDENTS IN YOUR CLASS?				
Yes	88	86	93	89
No	9	12		7
No answer	3	3	7	4
6. SO FAR AS YOU ARE AWARE, ARE ESEA PROGRAM FUNDS EXPENDED IN YOUR SCHOOL AS YOU FEEL THEY SHOULD BE?				
Yes	26	43	43	64
No	28	12	17	11
No opinion	42	43	40	21
No answer	4	2		4
7. BECAUSE OF THE ESEA PROGRAM, DO YOU EXPECT MORE IMPROVEMENT IN ESEA STUDENTS THAN MIGHT NORMALLY BE EXPECTED OF THEM IN A REGULAR CLASS?				
Yes	75	87	90	68
No	14	9	10	25
No answer	11	4		7

TABLE
3.5.1:
(cont'd)

SECONDARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Teachers Responding			
	Junior High		Senior High	
	Pre	Post	Pre	Post
No. of Teachers	(65)	(69)	(30)	(28)
8. SHOULD STAFFING FOR ESEA COMPENSATORY CLASSES BE RESTRICTED TO THOSE TEACHERS WHO EXPRESS A DESIRE TO PARTICIPATE IN THE PROGRAM?				
Yes	75	86	94	100
No	12	9	3	0
No Opinion	9	6	3	
No answer	4			
9. MANY DIFFICULT AND DEMANDING FACTORS ARE INVOLVED IN THE TEACHING PROCESS. FOR EACH OF THE FOLLOWING FACTORS INDICATE HOW MUCH OF A PROBLEM EACH IS FOR YOU PRESENTLY.				
a. Provision for individual differences among students				
A great deal	28	36	37	29
Some	32	41	47	61
Little	28	12	10	11
Not at all	9	12	3	0
No answer	3		3	
b. Motivation of students, getting them interested and participating				
A great deal	26	22	33	36
Some	49	51	50	39
Little	14	22	13	14
Not at all	8	4		7
No answer	3	1	4	4
c. A curriculum better suited to students				
A great deal	37	35	63	46
Some	31	36	27	43
Little	23	23	3	7
Not at all	3	6		4
No answer	6		7	
d. Materials better suited to students				
A great deal	40	33	63	29
Some	35	45	33	57
Little	14	14		11
Not at all	6	6		4
No answer	5	1	4	
e. Lack of flexibility in the program				
A great deal	17	13	13	18
Some	29	32	30	21
Little	22	28	30	43
Not at all	26	28	20	18
No answer	6		7	

TABLE
3.5.1:
(cont'd)

SECONDARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

Per Cent of Teachers Responding

9. MANY DIFFICULT AND DEMANDING FACTORS ARE INVOLVED IN THE TEACHING PROCESS. FOR EACH OF THE FOLLOWING FACTORS INDICATE HOW MUCH OF A PROBLEM EACH IS FOR YOU PRESENTLY. (Continued)

f. Evaluation of student performance and assignment of grade

	Junior High		Senior High	
	Pre	Post	Pre	Post
No. of Teachers	(65)	(69)	(30)	(28)
A great deal	17	7	7	11
Some	23	28	47	36
Little	37	36	30	39
Not at all	18	29	13	11
No answer	5		3	4

g. Interruptions of classroom routine

	Junior High		Senior High	
	Pre	Post	Pre	Post
A great deal	15	16	10	14
Some	20	25	30	35
Little	31	33	40	46
Not at all	29	26	17	14
No answer	5		3	

h. Maintenance of discipline and control within the classroom

	Junior High		Senior High	
	Pre	Post	Pre	Post
A great deal	22	10	7	0
Some	15	32	23	32
Little	40	38	43	39
Not at all	20	20	23	29
No answer	3		4	

i. Supplies, instructional materials and special services when needed

	Junior High		Senior High	
	Pre	Post	Pre	Post
A great deal	15	10	17	14
Some	29	29	40	21
Little	25	39	30	39
Not at all	20	22	10	25
No answer	11		3	

j. Time to do all the things other than teaching that have to be done

	Junior High		Senior High	
	Pre	Post	Pre	Post
A great deal	32	48	33	39
Some	37	23	30	29
Little	22	19	23	18
Not at all	3	7	10	11
No answer	6	3	4	4

10. HAVE YOU OBSERVED IMPROVEMENT IN THE BEHAVIOR OF ESEA STUDENTS WITH RESPECT TO:

a. Major discipline problems leading to suspension, truancy, etc.

	Junior High		Senior High	
	Pre	Post	Pre	Post
A great deal	25	22	37	18
Some	43	59	27	39
Little	15	7	26	32
Not at all	11	9		7
No answer	6	3	10	4

TABLE 3.5.1: (cont'd)

SECONDARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Teachers Responding			
	Junior High		Senior High	
No. of Teachers	Pre (65)	Post (69)	Pre (30)	Post (28)
10. HAVE YOU OBSERVED IMPROVEMENT IN THE BEHAVIOR OF ESEA STUDENTS WITH RESPECT TO: (Continued)				
b. Behavior in the classroom (all-around citizenship)				
A great deal	20	32	37	14
Some	48	54	33	54
Little	20	12	20	32
Not at all	9	1	3	0
No answer	3	1	4	
c. Attentiveness in your class				
A great deal	17	17	20	11
Some	49	67	57	54
Little	20	16	17	21
Not at all	6	0	3	7
No answer	8		3	7
d. Participation in class discussions?				
A great deal	23	25	40	36
Some	52	52	47	43
Little	17	17	10	21
Not at all	5	1		0
No answer	3	4	3	
e. Willingness to ask for help?				
A great deal	35	43	20	25
Some	35	46	47	50
Little	17	9	30	18
Not at all	8	1		7
No answer	5		3	
f. Attitudes toward school?				
A great deal	14	9	10	11
Some	37	55	53	46
Little	32	30	27	29
Not at all	11	3		11
No answer	6	3	7	4
g. Class tardiness?				
A great deal	29	16	13	14
Some	32	46	47	25
Little	22	22	30	43
Not at all	12	13	7	14
No answer	5	3	3	4
h. Class attendance?				
A great deal	26	19	10	7
Some	39	52	53	43
Little	17	23	26	36
Not at all	12	1	10	14
No answer	6	4	1	

TABLE
3.5.1:
(cont'd)

SECONDARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Teachers Responding			
	Junior High		Senior High	
	Pre	Post	Pre	Post
No. of Teachers	(65)	(69)	(30)	(28)
10. HAVE YOU OBSERVED IMPROVEMENT IN THE BEHAVIOR OF ESEA STUDENTS WITH RESPECT TO: (Continued)				
i. Interest in school?				
A great deal	11	7	7	4
Some	46	58	53	57
Little	29	29	27	32
Not at all	8	4	3	7
No answer	6	1	10	
j. Academic achievement?				
A great deal	14	10	7	7
Some	55	64	57	61
Little	18	19	26	21
Not at all	8	6	3	7
No answer	5	1	7	4
k. Enjoyment of school?				
A great deal	15	7	13	7
Some	51	58	63	46
Little	25	28	10	29
Not at all	6	6	3	14
No answer	3	1	11	4
11. TO WHAT EXTENT HAVE THE FOLLOWING INSTRUCTIONAL MATERIALS AND EQUIPMENT BEEN USEFUL TO YOU IN YOUR ESEA CLASSES?				
a. Machine for making ditto masters and transparencies				
A great deal	62	61	73	71
Some	12	25	10	14
Little	11	7	7	4
Not at all	9	7	3	4
Not available	2	0	3	0
No answer	4		4	7
b. Motion picture projector				
A great deal	35	26	47	50
Some	28	33	23	21
Little	15	22	13	14
Not at all	11	12	13	11
Not available	5	4		0
No answer	6	3	4	4
c. Film strip projector and/or individual film strip previewer				
A great deal	31	25	50	50
Some	22	32	17	21
Little	25	16	13	18
Not at all	11	22	13	4
Not available	5	6	3	4
No answer	6		4	4

TABLE
3.5.1:
(cont'd)

SECONDARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Teachers Responding			
	Junior High		Senior High	
	Pre	Post	Pre	Post
No. of Teachers	(65)	(69)	(30)	(28)
11. TO WHAT EXTENT HAVE THE FOLLOWING INSTRUCTIONAL MATERIALS AND EQUIPMENT BEEN USEFUL TO YOU IN YOUR ESEA CLASSES? (Continued)				
d. Overhead projector				
A great deal	17	22	37	32
Some	29	19	23	32
Little	17	26	13	21
Not at all	22	23	17	7
Not available	6	7	7	4
No answer	9	3	4	4
e. Tape recorder				
A great deal	14	23	17	36
Some	28	29	17	29
Little	22	20	23	21
Not at all		20	20	11
Not available	6	6	13	4
No answer	11	1	10	
f. Phonograph				
A great deal	15	25	27	29
Some	25	26	33	43
Little	20	19	10	11
Not at all	18	20	17	14
Not available	11	7	10	4
No answer	11	3	3	
g. Listening center				
A great deal	8	14	3	11
Some	8	12	13	25
Little	20	13	10	14
Not at all	15	23	33	21
Not available	31	30	33	21
No answer	18	7	8	7
h. Flash cards and instructional games				
A great deal	22	23	13	14
Some	25	28	3	18
Little	17	17	23	25
Not at all	11	23	23	21
Not available	11	7	33	18
No answer	14	1	5	4
i. Central multi-media library (film strips and records)				
A great deal	17	16	17	25
Some	22	20	20	36
Little	15	14	17	14
Not at all	17	23	10	11
Not available	15	20	23	7
No answer	14	6	13	7

TABLE
3.5.1:
(cont'd)

SECONDARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Teachers Responding			
	Junior High		Senior High	
	Pre	Post	Pre	Post
No. of Teachers	(65)	(69)	(30)	(28)
11. TO WHAT EXTENT HAVE THE FOLLOWING INSTRUCTIONAL MATERIALS AND EQUIPMENT BEEN USEFUL TO YOU IN YOUR ESEA CLASSES? (Continued)				
j. Special film strip series				
A great deal	8	12	17	25
Some	17	22	23	25
Little	20	16	17	18
Not at all	15	30	17	14
Not available	22	16	20	11
No answer	18	4	6	7
k. Controlled Reader				
A great deal	12	12	20	36
Some	12	12	3	18
Little	17	16	10	11
Not at all	28	30	23	7
Not available	17	20	33	21
No answer	14	10	1	7
l. Other (specify) ________________				
A great deal		1	3	7
Some		3		7
Little		1		0
Not at all		3		0
Not available		4		4
No answer		87		82
12. AS AN ESEA TEACHER, TO WHAT EXTENT HAVE THE FOLLOWING SERVICE BEEN HELPFUL?				
a. Paid Aides				
A great deal	34	52	23	50
Some	20	22	20	18
Little	3	6	3	4
Not at all	20	10	3	14
Not available	14	10	47	11
No answer	9		4	4
b. ESEA study trips				
A great deal	9	10	10	21
Some	14	29	27	25
Little	9	16	13	18
Not at all	23	19	20	14
Not available	28	17	17	7
No answer	2	9	13	14
c. Resource teacher at your school				
A great deal	29	55	13	43
Some	34	28	37	39
Little	14	6	10	0
Not at all	8	6	13	4
Not available	3	1	10	7
No answer	12	4	17	7

TABLE
3.5.1:
(cont'd)

SECONDARY TEACHER OPINION SURVEY OF ESEA TITLE I INTENSIVE SERVICES

	Per Cent of Teachers Responding			
	Junior High		Senior High	
	Pre	Post	Pre	Post
No. of Teachers	(60)	(69)	(30)	(28)
12. AS AN ESEA TEACHER, TO WHAT EXTENT HAVE THE FOLLOWING SERVICE BEEN HELPFUL? (Continued)				
d. District resource teacher				
A great deal	5	13	17	18
Some	12	26	17	36
Little	11	10	10	25
Not at all	26	26	17	7
Not available	23	22	27	7
No answer	23	3	12	7
e. ESEA Counselors				
A great deal	12	16	17	36
Some	22	22	17	29
Little	6	16	7	7
Not at all	17	10	13	11
Not available	22	32	40	7
No answer	22	4	6	11
f. ESEA audio-visual specialists				
A great deal	6	3	7	7
Some	20	14	13	7
Little	12	17	10	25
Not at all	14	16	17	14
Not available	26	42	47	25
No answer	22	7	6	21
g. Reading laboratory				
A great deal	8	6	10	36
Some	15	19	23	25
Little	6	10	10	11
Not at all	20	14	3	4
Not available	28	43	37	7
No answer	23	7	17	18
h. In-service meetings and classroom visitations				
A great deal	6	13	7	18
Some	23	36	30	32
Little	14	16	20	21
Not at all	18	19	10	11
Not available	22	10	30	14
No answer	17	6	3	4
i. Substitute time allowed for In-service training and meetings				
A great deal	11	14	17	36
Some	9	38	23	25
Little	3	10	7	7
Not at all	20	13	7	11
Not available	39	20	30	11
No answer	17	5	16	11

CHAPTER 4

INTENSIVE SERVICES

BILINGUAL PROGRAM

The bilingual program was divided into a project for Spanish-speaking pupils and a project for Chinese-speaking pupils. The San Francisco Unified School District worked closely with the Spanish-speaking and Chinese-speaking communities, which represented the largest groups of non-English-speaking pupils. There were, however, other foreign-language-speaking pupils who participated in the program under the administration of either the Spanish or the Chinese project.

The estimated cost of the bilingual program was $170,000 for the fiscal year September 1, 1968 through August 31, 1969. Based on an estimated 366 pupils, the program's per pupil cost was $464.40 for the year.

Objectives. The program objectives were to meet the needs of the pupils in four areas:

Mastering the English language

Learning other subject matter

Preserving their sense of self-worth, and their native language and culture

Finding a worthwhile place in the total American culture

The bilingual program also subscribed to the general objectives of the over-all compensatory program:

Improving children's verbal functioning

Improving children's reading

Improving performance as measured by standardized achievement tests

Increasing pupils' expectations of success in school

Participating Pupils. This program involved only San Francisco Unified School District elementary and junior high school pupils who generally fitted a particular pattern. They could not understand, speak, read, or write English at a level that would have permitted them to participate in a regular classroom.

They attended a school where many of their peers also spoke the same non-English language. They lived in neighborhoods that had concentrations of people who also spoke that non-English language, and lived in homes where the parents generally used that language. Most of these pupils were recent immigrants, although this was not a requirement for participation in the program. Some children born in San Francisco possess the same characteristics.

Not all eligible pupils could be admitted to the program, however. Some schools reported that many more pupils were eligible than were in the program. Newly-arrived immigrants were unable to enter classes that were already filled, and consequently, had to go into regular classes.

Purpose of the Program. The basic educational problem was that the pupils described above would not have been able to function to their maximum capacity in a regular English-speaking classroom.

These pupils not only would have had difficulty in learning English in a regular classroom, but would not have learned other subject matter.

They would have sat in class unable to communicate with their teachers. They might have felt that their native language was a handicap, that it was detrimental to their participating in the total American culture.

Similar pupils in some cases have become silent and passive, or have turned to overt forms of delinquency, as they rejected their past and tried to cope with their future.

Participating Schools. The Spanish Bilingual Project and the Chinese ESL Project were separate organizational entities. Each had its own supervision and its own teachers. This report considers only the teachers and classes that were funded by ESEA Title I. Other teachers and classes were funded by the school district.

Four elementary schools and one junior high school were in the Chinese ESL Project. One of these elementary schools was also a Plan A intensive services school in the ESEA Title I program.

Three elementary schools and two junior high schools were in the Spanish project. All five of these schools were in the Title I ESEA Intensive Services Program.

The original proposal called for the inclusion of two teaching positions at one high school. However, this was not implemented, at the request of the bilingual program personnel, and the two positions were assigned to the elementary schools because of the increase in population in that age bracket.

Participating Teachers. All of the teaching personnel in this component were bilingual. The following table shows the distribution of teaching positions by schools:

SCHOOLS	TEACHING POSITIONS	
Elementary Schools:	Chinese-speaking	Spanish-speaking
Commodore Stockton	2	
Garfield	2	
Redding	1	
Washington Irving	1	
Bessie Carmichael		1
Hawthorne		2
Marshall		3
Junior High Schools:		
Marina	1	
Everett		1
Horace Mann		1
Total	7	8

The teacher at Bessie Carmichael Elementary School, though nominally in the Spanish program, had mainly Tagalog-speaking Filipino pupils. The teacher also spoke Tagalog.

Teaching Methods. The bilingual classes aimed at building competence in two languages and, at the same time, tried to strengthen pupil understanding and appreciation of the two cultures.

The native language was used to introduce information and concepts. Then the methodology of English as a Second Language was used to provide a natural language transition. So that students would develop pride in their native culture, the subject matter of the class was very often built around this culture.

Classes were organized in two patterns: self-contained classes which stayed with the same teacher almost all day, and "pull-out" classes that met with the bilingual teacher for special instruction for a shorter portion of the day.

With the exception of a few classes, the Spanish program was essentially bilingual. Spanish was the medium for subject-matter instruction. All pupils received English instruction by the method of English as a Second Language (ESL) or by the use of Spanish as a means of induction to the teaching of English. Reading in Spanish was taught on an experimental basis.

English was taught by ESL methods or by induction from Spanish during a specific period of the day. Other subjects (mathematics, science, and social studies) were taught in Spanish, but pupils were given the subject-matter vocabulary in English also.

Spanish was not directly taught as a separate subject, but the instruction in mathematics, science, and social studies maintained and increased pupils' fluency in that language.

The ESL approach, whether by itself or as part of the bilingual program, emphasized audio-lingual techniques for the teaching of English. Pupils generally received intensive ESL instruction for one period a day. Only English was spoken at that time.

The Chinese program omitted bilingual instruction, since many children attended private Chinese language schools after regular school hours. Also, most children were totally immersed in Chinese culture at home and in the community. Therefore, a strictly ESL program was thought to be more effective in enabling the children to progress to regular classes as soon as possible.

However, in actual practice, teachers who could speak Cantonese found it advantageous to be able to explain subject matter to the pupils in that language. Thus teachers who could teach bilingually did so when they felt it helped the children.

One feature of the bilingual project was the opportunity for parents and teachers to meet and discuss the concerns of the children. In addition to learning more about the child from the parents, the teachers were able to refer specialists to parents to help them solve problems regarding housing, employment, etc. Such help was of direct benefit to the pupil in the classroom.

Curriculum Materials. Teachers used materials on an eclectic basis from several sets of specialized materials available. However, no materials are available as yet that encompass the range of grade levels that occurs in the project. Most of the materials are appropriate for the lower grades or for older beginners. Many of the materials were used in both programs.

Evaluation Strategy. There are certain limitations that are present in the evaluation of a pupil's master of the English language:

> A pupil may not completely master English-language skills for many years
>
> The pupil's age may bear an inverse relationship to his ability to master English-language skills
>
> The various English-language skills (understanding, reading, speaking, and writing) are not mastered in sequence; they continually reinforce each other as they are used
>
> The degree of participation by the pupil in the English-speaking community, including his peer group, is a major determinant of his mastery of the English language

At this time, no evaluation is being made in terms of the objectives that concern subject matter, the sense of self-worth, and acceptance and retention of the original culture.

Inappropriateness of Standardized Reading Tests. A standardized reading test is not a test of classroom instruction in reading skills. Rather, it is an indication of pupil or group status in reading as compared to a nationwide median which, by definition, is called grade level. Since reading status is greatly dependent upon out-of-school reading experiences, the placement of the pupil on the test cannot be attributed solely to the effectiveness of classroom instruction.

This is even truer in an ESL or bilingual program than it is in a regular classroom; as mentioned before, the degree of involvement of the pupil in the English-speaking community can well be the major factor in the learning of English. Thus, the standardized reading test could just as easily be measuring the degree of involvement in the community as the effectiveness of the classroom instruction.

However, it is interesting to know the status of pupils' ability in English in order to have an indication of the problems faced by the schools.

Evaluative Instruments. The ideal evaluative instrument for any program would measure the effectiveness of instruction and the attainment of the program objectives. The instrument would be administered prior to pupils' participation in the program, as well as at the end of the instructional time. This pre-post measurement would give an achievement gain for that period of time.

As yet there is no single evaluative instrument that can be applied to all bilingual-ESL pupils. Since these pupils vary greatly in their entry-level skills, their home environments, their ages, their mastery of their native language, and their previous education, any evaluative instrument should measure and weigh these factors in order to arrive at pre-post progress. These factors not only determine the pupil's pre-program placement but also the rapidity with which he learns English.

Because it would have been extremely difficult to measure the success of the program objectively by means of standardized achievement tests, a subjective measure was used. Teachers were asked to rate their pupils on English-language facility at the time of entrance into the program and at the end of the year.

The teachers had no difficulty in recalling what each child's ability in English had been at the time of his entrance into the program. The child's post-program status is not necessarily attributable to classroom instruction alone; home environment plays a big part.

Five ratings were used:

Level I	Understands and speaks little or no English
Level II	Can speak and be understood when speaking English, but is extremely limited in reading and writing English
Level III	Can speak and be understood when speaking English, has a fair amount of ability in reading and writing English, yet could not function in a regular classroom even with special help

Level IV	Would be able to function in a regular classroom with special help
Level V	Would be able to function in a regular classroom without special help, or has been already placed in a regular classroom

The results of the teachers' ratings of students are given in Tables 4.1 and 4.2 in the appendix at the end of the chapter.

Among 44 Chinese-speaking pupils who had the September-May instruction, only one pupil did not receive a higher May rating, while 33 had May ratings two or more levels higher than in September.

Among 175 Spanish-speaking pupils, only 14 did not receive higher ratings in May, while 63 received end-of-year ratings two or more levels above the rating given at entry.

Whereas 50 per cent of the Chinese-speaking pupils were rated at Level I at entry, only two per cent were so rated in May. Of the Spanish-speaking pupils, 62 per cent had first level ratings upon entry in contrast to only three per cent in May.

Teacher Evaluation of Program and Recommendations. The project teachers were asked to rate the project in terms of its strengths and limitations. They were asked for suggestions and recommendations for improvement, given below. The reader will recognize that, since these are suggestions of individuals, some suggestions may be contradictory. They are not direct quotations, having been shortened or paraphrased.

Testing. There is a need to determine in standardized fashion the proper placement of a pupil as he enters the program. What is his level of achievement in his home language? In English? In subject matter? What is his IQ as measured on a test designed for his ethnic group?

There is a need to diagnose his strengths and weaknesses in the reading of his original language, in oral English and in subject matter.

Needs also exist to measure achievement during the program in the original language, in English and in subject matter, and to determine in standardized form the level of performance that a pupil must attain to leave the program.

Curriculum and Materials. There is a need to develop basic courses for ESL and for bilingual education with the following characteristcs:

Be related to the native language and culture

Provide a bridge to the English language and the American culture

Have a higher intellectual content than present materials

Be designed specifically for San Francisco pupils

Provide flexibility to meet the needs of individual students

Extend beyond the beginning stages

Include additional native language materials in mathematics, science, and social studies

Additional specific material requirements are as follows:

Consumable Sullivan materials

Books that pupils may take home

Picture dictionaries

Textbooks designed for a lower level of English comprehensibility

Simple, easy-to-read library books in English

Library books in the native language

More workbooks for phonics and spelling

More visual aids

Tapes and recordings to permit the pupils to hear the range and variation of spoken English

Staff. The ideal teacher in the bilingual program should have the following special qualifications:

Be bilingual

Be sympathetic to, and understanding of, the pupils' native culture

Be trained in ESL instruction

Be competent to teach mathematics, science, and social studies in the non-English language

All grade levels could well use both men and women bilingual teachers to provide models to the students. There is a need to make all the administrators and teachers in a school aware of the philosophy and goals of bilingual-ESL education.

Bilingual teachers need time to prepare curriculum with the assistance of experts, contact and visit other bilingual-ESL teachers and classrooms, visit homes and participate in in-service training. They also need time to teach their classes effectively. ESL teachers cannot teach ESL all day, and kindergarten teachers should teach just one session.

Pupils. The needs of pupils which were expressed included:

More bilingual-ESL classes at all levels

Graduates from an ESL program should be able to participate profitably in a regular class, and should not be placed in low-achieving regular classes merely because of their low ability in English

Consideration of grade grouping as well as ability grouping

Integration of the bilingual-ESL pupils with the rest of the school during certain instructional and non-instructional times

Accommodations for immigrants as they enroll during the school year

Provide for the emotionally handicapped or the mentally retarded among the non-English-speaking pupils

ESL program for pupils of a native group that is too small for bilingual instruction

Opportunities for pupils to hear speakers who are successful professionals from their own ethnic group

Physical facilities.

There is a need for better classrooms, for space, lighting, and quiet

There is a need for the class to be located in the school, not in a remote church

There is a need to centralize the school for ESL with total immersion of the pupil in the English language

Parents.

There is a need for parents to be able to make an informed choice of either ESL or bilingual

There is a need to use foreign language radio to communicate with the parents and the community

There is a need for liaison with the EOC ESL program and the parents in it

There is a need for increasing the number of teachers from the bilingual community

There is a need to explain the goals of the bilingual program to the parents

Miscellaneous

There is a need for funding on a **permanent** basis

There is a need to share in the supplies allocated to the other departments within the schools

There is a need for language laboratories for ESL instruction

There is a need to continue field trips

There is a need to meet short-range goals, as well as plan for long-range ones

There is a need for two or more miniparks in the South of Market area

There is a need to offer Tagalog as a foreign language in junior high school or high school

TABLE 4.1: CHINESE ESL PROGRAM TEACHER RATING OF STUDENTS' ABILITY IN ENGLISH

Pre and Post Ratings - 1968-69 School Year

Classification of Levels

Level I	Understands and speaks little or no English
Level II	Can speak and be understood when speaking English, but is extremely limited in reading and writing English
Level III	Can speak and be understood when speaking English, has a fair amount of ability in reading and writing English, yet could not function in a regular classroom even with special help
Level IV	Would be able to function in a regular classroom with special help
Level V	Would be able to function in a regular classroom without special help, or has already been placed in a regular classroom

The distribution of pupils by levels at the time of entry into the program (September-October 1968) and at the end of the school year (May 1969) was as follows:

	September - October 1968		May 1969	
	Number	Per Cent	Number	Per Cent
Level I	22	50%	1	2%
Level II	21	48	4	9
Level III	1	2	18	41
Level IV	0	0	21	48
Level V	0	0	0	0
	44	100%	44	100%

Of the 22 pupils who were in Level I at entry:
- 5% remained at Level I
- 18% advanced to Level II
- 59% advanced to Level III
- 18% advanced to Level IV

Of the 21 pupils who were in Level II at entry:
- 24%% advanced to Level III
- 76% advanced to Level IV

Of the 1 pupil who was in Level III at entry:
- 100% advanced to Level IV

TABLE 4.2: SPANISH BILINGUAL PROGRAM TEACHER RATING OF STUDENTS' ABILITY IN ENGLISH

Pre and Post Ratings - 1968-69 School Year

Classification of Levels

Level I	Understands and speaks little or no English
Level II	Can speak and be understood when speaking English, but is extremely limited in reading and writing English
Level III	Can speak and be understood when speaking English, has a fair amount of ability in reading and writing English, yet could not function in a regular classroom even with special help
Level IV	Would be able to function in a regular classroom with special help
Level V	Would be able to function in a regular classroom without special help, or has been already placed in a regular classroom

The distribution of pupils by levels at the time of entry (September - October 1968) in the program and in May 1969 was:

	September - October 1968		May 1969	
	Number	Per Cent	Number	Per Cent
Level I	108	62%	6	3%
Level II	37	21	59	34
Level III	18	10	47	27
Level IV	12	7	37	21
Level V	0	0	26	15
	175	100%	175	100%

Of the 108 pupils who were in Level I at the start:
- 6% remained at Level I
- 50% advanced to Level II
- 24% advanced to Level III
- 14% advanced to Level IV
- 4% advanced to Level V

Of the 37 pupils who were in Level II at the start:
- 14% remained at Level II
- 51% advanced to Level III
- 24% advanced to Level IV
- 11% advanced to Level V

Of the 18 pupils who were in Level III at the start:
- 11% remained at Level III
- 72% advanced to Level IV
- 17% advanced to Level V

Of the 12 pupils who were in Level IV at the start:
- 100% advanced to Level V

CHAPTER 5

INTENSIVE SERVICES

NON-PUBLIC SCHOOLS

The ESEA Title I program for the 1968-69 school year provided intensive services to the non-public elementary schools located in the target area.

The estimated cost of the non-public school project was $153,120 and the cost per pupil per year was $277.00.

Objectives. The objectives of the non-public school Intensive Services component were:

To improve classroom performance in reading beyond usual expectations

To improve verbal functioning

To improve the children's self-image

To improve and increase the children's attention span

To increase their expectations of success in school

Participating Schools. The non-public schools were selected because of their proximity to eligible target area public schools.

Nine non-public elementary schools were each provided with a compensatory reading teacher, enrichment activities and teacher aides. Eleven of the schools received service from the resource teacher and additional supplies.

Participating Staff. Each compensatory reading teacher in the nine non-public schools taught five groups of twelve children each for approximately one hour a day. The language experience approach was the basic teaching strategy, with attention given to remediation of the individual reading difficulties of pupils.

One teacher aide was assigned to each compensatory reading teacher and one additional aide was assigned to the first grade teacher in two of the target area schools. These aides served three hours daily. The aides helped pupils individually or in small groups, under the direction of the teacher, or did follow-up work in the regular classrooms.

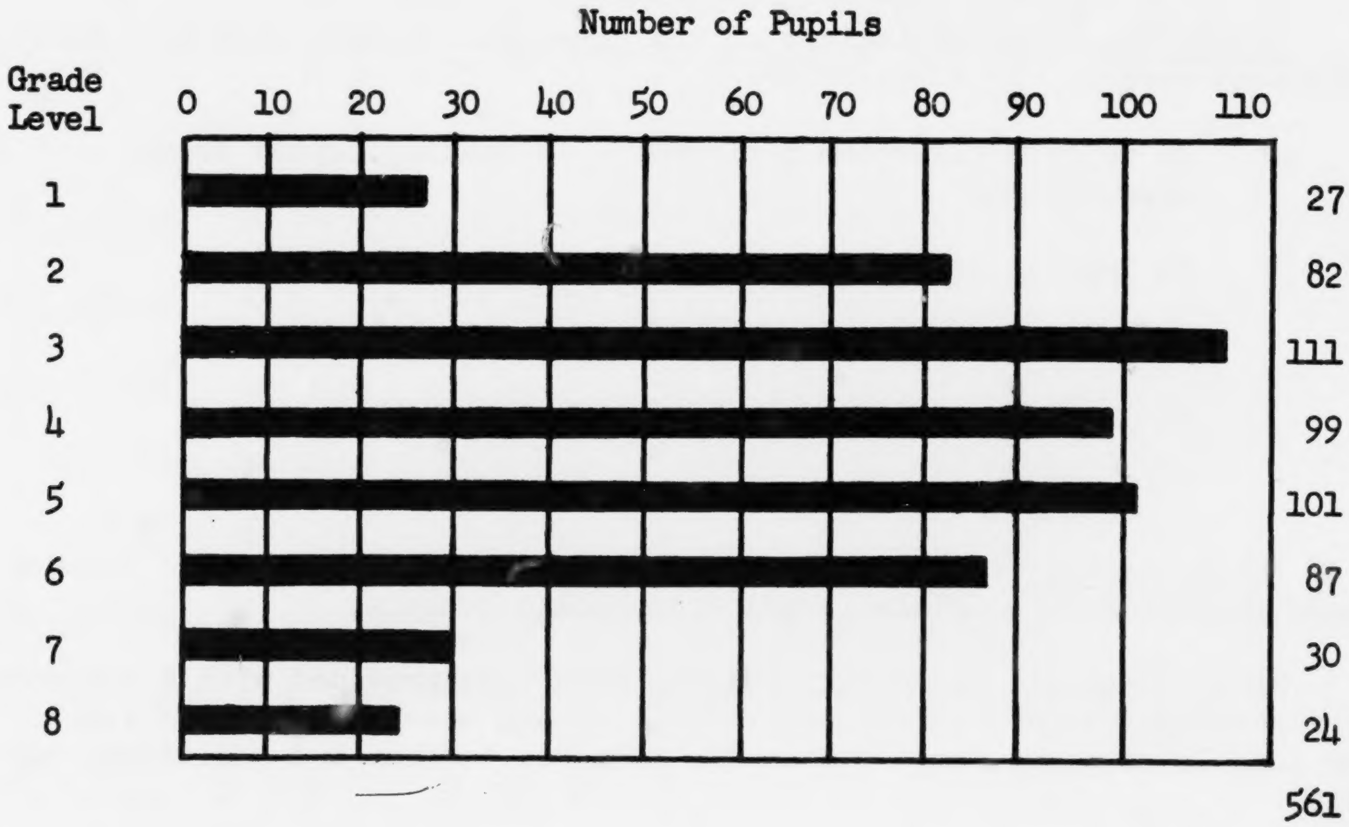
A resource teacher provided leadership and in-service training to the non-public school compensatory teachers. An audio-visual materials center was maintained and operated by the resource teacher for the 13 non-public schools in the target area.

Participating Pupils. Services were provided to 550 pupils selected because they were a year or more retarded in reading but gave evidence, through ability measures and teacher judgment, of being able to raise their achievement levels in reading.

The nine compensatory teachers actually serviced a total of 677 compensatory pupils; 424 participated for the entire school year, 116 for the fall semester only, and 137 participated only during the spring semester, an average of 550 pupils for the year.

The chart below indicates the grade levels and the number of pupils participating in compensatory classes during the spring semester.

PUPILS IN COMPENSATORY CLASSES IN NINE NON-PUBLIC SCHOOLS



Evaluation Strategy

5.1 The fifth grade pupils were given the Stanford Reading Test in May, 1968. In May, 1969, the same pupils were retested with the same instrument. An analysis was made of the sixth grade test scores of pupils who took both the pre-test and the post-test. Pupils participating in pull-out compensatory reading classes were compared with a companion group.

5.2 A summary of the status of compensatory reading participants at the end of the school year

5.3 Questionnaires to teachers to determine types and effectiveness of aide service

5.4 Questionnaires to aides to assess their training, their responsibilities and their attitudes

5.5 Anecdotal remarks

5.6 In-service description and use of audio-visual materials center

5.7 An informational field trip form was used to determine effects of enrichment experiences

5.1 STANFORD READING TEST RESULTS

Distributions of pre-test and post-test scores on the Stanford Reading Test are reported in Tables 5.1.1 and 5.1.2 in the appendix at the end of this chapter.

The following is a comparison of grade six total reading test scores of pupils in the nine non-public schools who participated in ESEA Title I Communicative Skills Compensatory Reading Classes with a companion group which did not participate in Compensatory Reading Classes.

	Total Reading Grade Placements		
ESEA TITLE I PARTICIPANTS (N=67)	75th %ile	50th %ile	25th %ile
Pre-test (May, 1968)	5.0	4.1	3.7
Post-test (May, 1969)	5.7	4.9	4.2
Gain	+0.7	+0.8	+0.5
COMPANION GROUP (N=42)			
Pre-test (May, 1968)	5.7	4.7	4.1
Post-test (May, 1969)	6.4	5.5	5.0
Gain	+0.7	+0.8	+0.9

Summary.

1. Median growth for participants and for the companion group was 0.8 of a year.
2. Participants at 75th %ile showed growth at 0.7 of a year while companion group growth was also 0.7 of a year.
3. Participants at 25th %ile showed growth of 0.5 of a year while companion group growth was 0.9 of a year.
4. Post-test range between highest and lowest quartiles for participants was 1.5 years and for the companion group was 1.4 years.
5. In view of the fact that companion-group pupils were initially better readers than participant pupils, the similarity of growth for the two groups attests to the effectiveness of the compensatory efforts.

5.2 STATUS OF COMPENSATORY READING PARTICIPANTS

Of the 677 pupils who participated in compensatory classes at some time during the school year 1968-69, 20 per cent have been released from compensatory classes and are able to perform in their regular classes, nine per cent have transferred, and 71 per cent will continue compensatory classes next year.

SUMMARY DATA OF NON-PUBLIC SCHOOL COMPENSATORY PUPILS, 1968-69

Grade Level	Number of Pupils	Pupils Able to Perform in Regular Classroom		Pupils Transferred		Pupils Continuing	
		No.	Per Cent	No.	Per Cent	No.	Per Cent
1st	35	3	9	2	6	30	85
2nd	106	13	12	6	6	87	82
3rd	134	21	16	6	4	107	80
4th	134	25	18	12	8	97	74
5th	104	6	6	4	3	94	91
6th	110	34	30	6	5	70	65
7th	30	13	43	17	57	0	0
8th	24	13	54	11	46	0	0
Total	677	128		64		485	
Per Cent			20		9		71

5.3 TEACHER EVALUATION OF AIDE SERVICE

To assess the value of teacher aides, questionnaires were sent to all non-public school compensatory teachers who utilized the services of aides. Seven responses were received.

The teachers were totally positive in their responses to the question "In assessing the value of services given by teacher aides working in your school, how helpful would you say that these services have been?"

7 Very helpful
0 Of little help
0 Somewhat helpful
0 Not helpful

The teachers indicated that the most successful functions of aides were:

Preparing materials used in class

Working with pupils individually

Following up on work started in compensatory class

Typing the pupils' creative writings

Tutoring on a one-to-one basis

Assisting pupils in written expression and in reading skills

Assisting teachers on field trips

Discussing with pupils what they have read

The teachers indicated certain activities as being the most effective on-site training for aides. Observing the teacher in the classroom and going on field trips enabled the aides to get to know the children, see their needs and gain understanding of the compensatory program. Teachers discussed and demonstrated techniques of teaching to increase the aides' effectiveness. Teachers and aides shared ideas and planned together for helping individual children.

One comment from a teacher about the training of her aide was:

> "My aide had much experience in working with children previous to this. I only made informal suggestions as she was most competent and did quite a bit independently. I was quite pleased with her performance in every way."

The compensatory teachers were asked, "What would be the maximum number of hours per month that you would want to have an aide assisting you?" The average number of hours for which the teachers wanted assistance was 102 hours per month. The responses from all compensatory teachers indicated that the aides' hours of work should be increased. Comments made by teachers included the following:

> "The present amount of time is satisfactory. However, more time would be very helpful."

> "Full time aide assistance of 35 hours per week would be excellent!"

One teacher reported initially that the aide was not consistent or punctual in attendance. A few aides found detailed learning or working with word attack skills difficult. After conferences and individual in-service with the aides, teachers noted improvements. One teacher felt that, at first, aides were least effective in working on phonetic tapes. Another teacher indicated that her aide showed marked improvement during the year in assembling and using audio-visual materials. The majority of teachers reported that their aides were sucessful in all the tasks to which they were assigned.

5.4 RESULTS OF QUESTIONNAIRES TO TEACHER AIDES

Some of the aides indicated previous experience in the Head Start Program and in out-of-state schools. Some aides had completed work at San Francisco State College toward a teaching credential. Others had completed the in-service course for teacher aides given at San Francisco City College, which was described as being very useful by all aides who had the opportunity to attend the sessions. As one aide said:

> "The lectures that I attended were most helpful, and the speaker was very patient and thorough."

Teacher aides in non-public schools participated in the following activities:

Tutoring pupils who needed help in vocabulary development

Discussing with pupils what they read

Working with flash cards and prepared drill activities

Helping supervise field trips

Checking written compositions with individual pupils

Assisting the pupils with written expression during compensatory class group work

Helping pupils locate resource materials for special projects

Several comments from teacher aides reflected their attitudes and indicated why they enjoyed working with the program:

> "I like working with the children and seeing their progress."
>
> "I love to be with children who need my assitance, especially when it comes to reading."
>
> "I enjoy working with children and teaching reading."
>
> "I enjoy the children I tutor."
>
> "I like direct work with the children."

When teacher aides were asked, "Is there anything you can suggest to further improve future teacher aide programs?" they responded:

> "I'm very optimistic and satisfied, and feel that the program as it is now is a good one."
>
> "More time -- there is a big need for one-to-one personal contact. Three hours is not enough.
>
> "Discussions with other teacher aides who are helping the same type of child that I am would be useful. In my case most of the children are Spanish-speaking."
>
> "I suggest providing additional teacher aides in the elementary grades in order to have more individual reading."

5.5 ANECDOTAL REMARKS

The compensatory program does much for students. This can be measured to a degree by informal, spontaneous remarks made by principals and classroom teachers whose children attend Compensatory classes. One principal commented:

> "It's a great help to my staff. With 40 students per class, it's wonderful that children with reading problems can be taken out of class for special help in small groups -- leaving the teacher with more time for her other students."

Teacher comments included the following:

> "Some of my students are doing independent reading and research in my classroom on topics they are studying in Compensatory."

> "I notice that my children are gaining a great deal of confidence, especially the shy ones. They now speak and read more loudly, and are even eager to volunteer answers for the first time."

> "My children return to class eager to share what's going on in Compensatory with their classmates. I give them time to do this becuase I feel it gives them encouragement and more confidence, and builds up more respect for them among their fellow students."

> "Many of my better readers come to me and want to go to compensatory class, too."

5.6 IN-SERVICE FOR NON-PUBLIC COMPENSATORY TEACHERS

In addition to the regular in-service program for all compensatory teachers in the district, the teachers in the non-public schools had five additional days for this type of activity since the non-public schools close on religious holidays, and their Easter vacation differs from that of the public schools.

Since there were only nine teachers, a variety of activities was planned. In addition to meetings where the teachers discuss and exchange ideas and could hear speakers on specific subjects, visits to potential field trip sites were very popular. This year the non-public staff toured the American Indian Historical Society in San Francisco and the Canyon Ranch near Stinson Beach.

In November 1968, the ESEA Title I audio-visual specialist demonstrated use of equipment and the various techniques of making transparencies, ditto masters, and other classroom aids. In April 1969, the district speech consultant discussed speech defects and dialect problems among the Spanish-speaking and Negro children. In April 1969, a workshop was conducted on effective utilization of teacher aides in the classroom.

For newer teachers, a day of observation was planned in April, while the more experienced teachers did home visiting.

Since the staff was small and met infrequently, the in-service meetings gave the teachers a chance to talk informally about their unique situations, as well as visit places which could be utilized for future field trips.

Audio-Visual Materials Center. The Audio-Visual Materials Center was used primarily by the nine compensatory teachers. In addition, the faculties of eleven schools used the materials on a weekly basis. Table 5.6.1 shows the amount of use that the faculties made of the various media.

In September, 1968 the materials center contained 81 boxes of filmstrips (plus a few duplicates), 24 sets of sound filmstrips, 67 records, 33 sets of study prints, 318 transparencies, and one set of posters. Over 60 trade books in multiple copies of 12, plus selected reference books, were also housed in the center for the exclusive use of the compensatory teachers.

During the 1968-1969 school year additional purchases were made, and in September 1969 the materials center will contain 96 boxes of filmstrips (plus many duplicates), 28 sets of sound filmstrips, 72 records, 38 sets of study prints (plus a few duplicates), a complete set of SRA Math Drilltapes, and 14 specimen sets dealing with science. No additional transparencies were ordered this year because the present number seemed sufficient. Since filmstrips are four times more popular than the next most popular resource aid, it is recommended that more of them be purchased next year.

5.7 FIELD TRIPS

The non-public compensatory program for 1968-69 included nine teachers in nine schools, eight of whom used field trips as an integral part of their curriculum. The ninth teacher was in a junior high school and scheduling did not permit time for field trips. The eight elementary teachers took a total of 63 trips during the year. The number of pupils who went on one or more trips was 492, and the greatest number of trips that any class took was five.

Evaluation. Almost all non-public field trips were organized around classroom study units. About two-thirds of them were used to enhance, clarify, and make "more real" the science units about plants, wild and domestic animals, insects, sea life, pre-historic life and fossils, whales, rocks, different ecological systems, the current space program, and the problem of the recent oil slick off the coast of Santa Barbara.

Other areas covered by field trips were: the San Francisco region, community services and helpers (newspapers, firemen, policemen) and cultural heritage (Mission Dolores, Christmas decorations in downtown San Francisco, Japanese Sumi brush painting).

Field trips were used at the beginning of study units as motivation, in the middle for the gathering of additional information, and/or at the end as culminating activities. One non-public teacher noted that her pupils had a great love of nature, so she began the school year by visiting Richardson Wildlife Sanctuary in Tiburon. Here, her pupils were introduced to the four major areas in the study of ecology: grassland, thicket, marsh pond, and bay shore communities. Their enthusiasm soared, and the unit lasted all year. Each community was studied in depth, and trips were taken to Golden Gate Park, Lake Merced, the Arboretum; the study culminated in June with an excursion to Moss Beach. An excellent set of filmstrips entitled "Interdependence of Living Things" plus books like My Side of the Mountain and Charlotte's Web made this a most stimulating unit of study.

For gathering additional information on a topic, one fifth-grade study of newspapers interested pupils in the oil slick off the Santa Barbara coast. The teacher capitalized on this interest and arranged for a tour of the Standard Oil Company Museum. Not only did the news item become more "real" to the fifth-graders, but also the exhibit of machinery inspired the boys to figure out ways of preventing future oil slicks from occurring. In addition, the class learned about all the things that come from oil and were amazed to discover that many of their clothes are made from by-products of oil.

Another fifth grade class studying newspapers visited a Japanese newspaper and "were amazed to find out that part of the 'machinery' was human. That is, the Japanese typesetting is done by hand by four women. There are over 2,000 Japanese characters which comprise their alphabet, so we could appreciate their tedious job."

Field trips were used as culminating activities of study units. The "ecology study" ended with a trip to Moss Beach, while the study of San Francisco concluded with a boat ride under the bridge that they had walked across previously. The primary grades in one school had been studying about differences among mammals, fish and seashore animals. Their big thrill came in May with an all-day trip to Marine World.

It was observed that field trips increased the teachers' knowledge and understanding of their pupils, helped to motivate pupil participation in the learning process, and made abstractions learned in the classroom more concrete and vivid.

One teacher commented as follows:

> "I found that I got to know my students faster and better through sharing a trip with them. They'll talk about things on an outing that they'd never share in class."

On a third/fourth grade field trip, one teacher wrote:

> "I can't begin to list all the comments made by the excited children. Unfortunately I carried no tape recorder. One boy said, 'This is like a living aquarium.' One boy turned over an abalone and said, 'I really see his mantle." Many snails were clustered on a rock, and Stephanie said, 'A bouquet of univalves. Come and see.'"

Field trips can produce some wonderful and unexpected results. At the Japanese Cultural Center a noted Sumi brush painter from Japan was so impressed by the pupils' interest in his art that he invited the principal to come and see him and presented one of his paintings in appreciation of the school's fostering interest in Japanese culture.

TABLE 5.1.1: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Total Schools
Type of Pupils: ESEA Title I Participants, Non-Public Schools

Pre-Test Grade: H5 Date: May, 1968
Pre-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
73	3	67	98	6.6
70	1	64	95	6.2
69	1	63	93	6.1
65	1	62	92	5.8
64	2	61	90	5.7
63	2	59	87	5.6
61	1	57	84	5.4
59	1	56	83	5.2
58	2	55	81	5.1
57	3	53	77	5.0
55	2	50	73	4.9
52	3	48	69	4.7
51	1	45	66	4.7
50	2	44	64	4.6
49	4	42	60	4.5
47	1	38	56	4.3
45	1	37	54	4.2
44	1	36	53	4.1
43	3	35	50	4.1
42	4	32	45	4.0
41	2	28	40	3.9
39	3	26	37	3.8
38	3	23	32	3.8
36	2	20	28	3.7
34	2	18	25	3.5
32	1	16	23	3.3
30	1	15	22	3.2
29	1	14	20	3.2
28	2	13	18	3.1
26	1	11	16	3.0
24	2	10	13	2.9
22	1	8	11	2.8
21	4	7	7	2.8
18	1	3	4	2.6
17	1	2	2	2.6
11	1	1	1	2.2

67 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
56.7	5.0	43.5	4.1	35.0	3.7

Post-Test Grade: H6 Date: May, 1969
Post-Test Level: Inter. II Form: W

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
79	1	67	99	7.6
77	1	66	98	7.4
76	1	65	96	7.3
74	1	64	95	7.2
72	2	63	93	7.0
71	1	61	90	6.9
70	1	60	89	6.8
69	1	59	87	6.7
68	2	58	85	6.7
57	3	56	81	5.9
56	1	53	78	5.8
55	2	52	76	5.7
54	1	50	74	5.6
53	2	49	72	5.5
49	1	47	69	5.3
47	2	46	67	5.1
46	1	44	65	5.0
45	2	43	63	5.0
44	4	41	58	4.9
43	2	37	54	4.9
42	3	35	50	4.8
41	3	32	46	4.7
40	3	29	41	4.7
38	1	26	38	4.5
37	2	25	36	4.4
36	2	23	33	4.4
35	2	21	30	4.3
34	1	19	28	4.2
33	2	18	25	4.2
31	1	16	23	4.0
30	1	15	22	3.9
28	2	14	19	3.8
27	2	12	16	3.7
25	1	10	14	3.5
24	1	9	13	3.5
23	1	8	11	3.4
21	1	7	10	3.2
18	2	6	7	3.0
15	2	4	4	2.8
13	1	2	2	2.6
6	1	1	1	2.1

67 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
55.0	5.7	42.5	4.9	34.0	4.2

TABLE 5.1.2: PRE-TEST (MAY 1968) AND POST-TEST (MAY 1969) DISTRIBUTIONS OF SCORES ON STANFORD READING TEST, BY TYPE OF PROGRAM AND TYPE OF PUPILS

Type of Program: Communicative Skills, Total Schools
Type of Pupils: Companion Pupils, Non-Public Schools

Pre-Test Grade: H5 Date: May, 1968
Pre-Test Level: Inter. I Form: X

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
83	2	42	98	8.0
77	2	40	93	7.1
76	1	38	89	7.0
75	1	37	87	6.9
73	1	36	85	6.6
72	2	35	81	6.5
71	1	33	77	6.3
65	1	32	75	5.8
62	1	31	73	5.5
59	1	30	70	5.2
58	1	29	68	5.1
56	1	28	65	5.0
55	1	27	63	4.9
54	1	26	61	4.8
53	2	25	57	4.8
52	1	23	54	4.7
50	3	22	49	4.6
49	2	19	43	4.5
48	1	17	39	4.4
47	3	16	35	4.3
46	1	13	30	4.3
44	1	12	27	4.1
43	1	11	25	4.1
42	2	10	21	4.0
41	1	8	18	3.9
40	1	7	15	3.9
38	1	6	13	3.8
34	2	5	10	3.5
33	1	3	6	3.4
30	1	2	4	3.2
29	1	1	1	3.2

42 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
64.5	5.7	50.8	4.7	43.5	4.1

Post-Test Grade: H6 Date: May, 1969
Post-Test Level: Inter. II Form: W

RAW SCORE	STU	CUM STU	PCT ILE	GRADE PLACE
95	1	42	99	9.6
85	1	41	96	8.1
78	1	40	94	7.5
75	1	39	92	7.2
74	2	38	88	7.2
71	2	36	83	6.9
69	1	34	80	6.7
66	1	33	77	6.6
64	1	32	75	6.4
63	1	31	73	6.3
60	1	30	70	6.1
57	2	29	67	5.9
55	4	27	60	5.7
53	3	23	51	5.5
51	3	20	44	5.4
50	2	17	38	5.4
49	2	15	33	5.3
45	2	13	29	5.0
44	2	11	24	4.9
43	1	9	20	4.9
42	1	8	18	4.8
41	1	7	15	4.7
40	1	6	13	4.7
39	1	5	11	4.6
38	1	4	8	4.5
34	1	3	6	4.2
29	1	2	4	3.9
25	1	1	1	3.5

42 Number of Pupils

Score Equivalents for Medians and Quartiles

75th%ile		50th%ile		25th%ile	
R.S.	G.P.	R.S.	G.P.	R.S.	G.P.
64.5	6.4	53.2	5.5	44.7	5.0

TABLE 5.6.1: DISTRIBUTION OF MATERIALS ORDERED EACH WEEK (19 WEEKS SHOWN)

MEDIA	10/7	14	21	28	11/4	18	25	12/9	1/6	13	20	27	2/10	24	3/10	24	4/14	21	29	TOTALS	PER CENTS
FIMSTRIPS	53	30	60	42	41	40	38	26	30	40	49	41	36	46	45	51	44	36	33	781	49%
SOUND FIMSTRIPS	11	6	13	6	14	16	14	13	10	14	11	14	17	18	14	20	20	19	20	290	18
RECORDS	10	5	9	11	14	21	10	15	10	19	16	23	16	16	8	11	9	15	12	250	16
STUDY PRINTS POSTERS	2	4	3	8	8	6	4	2	3	8	1	9	7	6	5	5	2	2	0	85	5
TRANSPARENCIES	1	1	2	1	0	4	27	20	13	12	13	13	8	13	15	13	9	7	4	176	12

CHAPTER 6

IN-SERVICE EDUCATION

This section summarizes the characteristics of the In-Service Education Component of the Intensive Compensatory Services for School Age Disadvantaged Students in the San Francisco Unified School District. These intensive services are funded under Title I of Public Law 89-10 as amended (ESEA).

The actual cost of the in-service component was $126,929 for the current fiscal year of September 1, 1968 through August 31, 1969. Of that amount, $14,000 was allocated for in-service education in the non-public schools.

Objectives. The in-service program for ESEA Title I personnel had the following objectives:

> To maximize staff performance by providing the requisite in-service training for each person
>
> To increase staff effectiveness in the teaching of reading to compensatory students
>
> To increase staff effectiveness in the human relations area, particularly with students from a different social, economic, and racial background than that of the teacher

The first objective assumed that teachers in the program had specific needs that could be identified and met through the efforts of the in-service program. These needs included such problems as lesson planning, developing seatwork, gathering materials, classroom organization, adapting curriculum, and planning with innovative techniques. This could be called on-site in-service.

These needs were, of course, those of beginning and less experienced teachers. Customarily, such a teacher receives assistance from the administrators and other teachers at his school. This assistance still occurred, but was intensively supplemented by the ESEA Title I staff, primarily the school staff development specialists and the guiding teachers.

The second objective, improving the teaching of reading to compensatory students, recognized that teacher skills needed to be improved in this area. Specifically, teachers needed help in improving their ability to diagnose student reading disabilities and then to develop the necessary instructional program.

The third objective, increasing human relations effectiveness, aimed at maximizing the favorable social-emotional orientation of teachers toward their students. The in-service program believed that a teacher must have this empathy in order to motivate and teach compensatory students.

Participants. The criteria for selecting the in-service education participants were:

- Service in any capacity as a staff member in a school participating in ESEA Title I
  - Elementary schools: all staff members, including clerical and maintenance personnel, paraprofessionals, volunteers, parents, teachers, and administrators
  - Secondary schools: project staff, paraprofessionals, plus other school staff members selected because of their service to project participants
- Service as a compensatory reading teacher in a school eligible for ESEA Title I
- Service as a staff member in a component of ESEA Title I
  - Auxiliary-service staff
  - Administration, evaluation, and inservice education personnel plus district-funded compensatory education supervisor and resource teachers

Personnel Responsible for Training Program. Each person in the ESEA Title I staff was responsible for a large part of the in-service education of the personnel serving under him.

For example, in the case of a Pattern A school, the school staff development specialist was responsible for the in-service training of the guiding teachers in that school, who in turn provided training for the teachers with whom they worked. In a Pattern B school, with no guiding teachers, the school staff development specialist trained individual classroom teachers. This training may have been in the form of a recommendation for using the services of other specialized personnel; or it may have taken the form of the trainer's being a resource person by providing demonstrations, ideas, materials, and community representatives; or it may have taken the form of providing an opportunity for the participant to visit classes or observe video tapes.

On a district-wide basis, the district ESEA Title I resource teachers and specialists worked with all ESEA Title I personnel. They oriented personnel new to the program, arranged visits and demonstrations, provided assistance in locating and using suitable materials and community resources, planned enrichment activities, demonstrated effective teaching techniques, disseminated information and ideas, and provided consultants and speakers. The Project Head directed this district-wide in-service effort. Much planning was necessary in order to schedule meetings that were relevant to each group and to provide the time and facilities, as well as to give assistance in the areas of curriculum innovation, use of new materials and effective use of teacher aides.

One of the desirable elements of a good in-service program is the provision of released time so that teachers can participate during school hours.

The ESEA Title I program was able to do this through substitute time and class coverage by other staff members.

The non-public schools, in addition to participating in various aspects of the public schools' in-service program, had a resource teacher assigned to them and a contract with a local college for in-service assistance.

Curriculum. The curriculum of the in-service component was as varied as were the needs of the staff members being trained. The two main areas of concentration, however, were reading and human relations.

Since a part of the curriculum was the dissemination of effective techniques of teaching disadvantaged students, a video tape recorder was used to tape instances of teaching that seemed particularly effective, and then to play them back at in-service meetings.

Problems Related to Evaluation. The final, pragmatic evaluation for any in-service effort is to ascertain whether or not the desired pupil-related objectives were attained. In other words, if the pupils made significant gains in reading and arithmetic achievement, the in-service effort must have been satisfactory, or at least not detrimental.

This means that the in-service objectives previously listed are really intermediate to the pupil objectives of the overall ESEA Title I program. In fact, there is at least one other factor interposed between in-service education of teachers and student performance: the actual classroom instruction.

This means that there are, then, three levels of evaluation of in-service programs:

> The immediate: a direct evaluation of the quantity, quality, and relevance of an in-service offering
>
> The intermediate: an evaluation of improvement of classroom instruction as attributed to the in-service program
>
> The ultimate: an evaluation of student achievement as attributed to the improvement of classroom instruction that was, in turn, attributed to the in-service program

Evaluation Procedure. Level I evaluation was being accomplished through the use of a questionnaire which was administered to the participants at the end of a meeting or training session. The participants were asked for anonymous replies to the following questions:

1. What was the purpose of the meeting?
2. Do you think this meeting fulfilled its objectives? Explain.
3. Were there any aspects of this meeting that should not have been included?
4. In what ways was this meeting helpful to you?

5. What suggestions do you have for future meetings of this type?

6. My position is ____________________

This reaction sheet, or questionnaire, provided immediate feedback to the in-service staff. This gave them an opportunity to modify the remaining portion of the in-service program, if deemed necessary.

Level 2, the improvement in classroom instruction, was evaluated through identifying the specific skill or attitude change that was the subject of a particular in-service effort, and then determining if that specific skill or attitude change was greater in the participants' classrooms post the in-service instruction than pre the instruction.

Ideally, this should be accomplished from extensive classroom observations before and after the in-service effort. This was not feasible.

However, a questionnaire was administered at the beginning and at the end of the 1968-69 school year. It contained questions pertaining to observed changes in the behavioral objectives of the in-service program. This questionnaire was given to all ESEA Title I elementary teachers. The portion relevant to in-service was:

> Because of the ESEA program have you noticed any changes for the teachers in the following:
>
> > To share among staff members improved techniques for reading and language development?
> >
> > To examine, evaluate and select the best new materials?
> >
> > To observe and exchange successful ideas and techniques at your school?
> >
> > To use equipment (recorders, tapes, listening centers, etc.) more effectively?
> >
> > To understand the environment of the culturally disadvantaged?
> >
> > To develop empathy toward persons from different cultural backgrounds?
> >
> > To develop an interest in using community resources, guest speakers, enrichment trips, etc.
>
> Teachers were asked to indicate the extent of change that they noticed:
>
> > A great deal
> > Some
> > Little
> > Not at all
> > Not applicable or no change needed
> > No answer

Teachers gave "To use equipment (recorders, tapes, listening centers, etc.) more effectively" the highest rating on both the pre and the post questionnaires. These ratings were slightly above "Some."

All other questions received ratings that were slightly below "Some" on both the pre and the post questionnaires.

A full report on these questionnaires is contained in Chapter 2. However, the responses to question #3 are shown below, as this question was used to measure the main objective of maximizing staff performance by providing the requisite in-service training for each person:

TABLE 6.1: BECAUSE OF THE ESEA PROGRAM HAVE YOU NOTICED ANY CHANGES FOR THE TEACHERS IN THE FOLLOWING:

	Plan A Schools		Plan B Schools		Total		Plan A Post %	
No. of Teachers	Pre (124)	Post (144)	Pre (50)	Post (68)	Pre (174)	Post (212)	IS* (41)	MS** (103)
To observe and exchange successful ideas and techniques at your school?								
A great deal.	20	22	24	26	20	23	22	21
Some.	36	34	46	47	39	38	51	27
Little.	19	19	16	16	19	18	17	19
Not at all.	17	15	12	4	16	11	7	17
Not applicable or no change needed. . .	4	3	2	3	3	3	0	4
No answer	4	7	0	4	3	7	3	12

* IS = Plan A teachers who received intensive service from the ESEA staff

** MS = Plan A teachers who received minimal service from the ESEA staff

(Only post scores for these two categories are available.)

Interpretation of Results. A chi square test of the data obtained in response to the question of Table 6.1 indicates that there is a difference, significant at the 10% level, between the post-program responses of the Plan A teachers receiving intensive service and the post-program responses of the Plan A teachers receiving minimal service.

Intensive service teachers are those who received concentrated services from the ESEA Title I staff. Minimal service teachers received some or little service.

A chi square test of the data indicates that there is no significant difference between the pre and post responses of the total number of Plan A teachers (intensive service plus minimal service teachers).

Also, there is no significant difference between the pre and post responses of all teachers in the Plan B schools.

These results indicate that it is necessary to concentrate in-service effort in order to affect the teachers' perception of change in their teaching ideas and techniques.

Recommended Changes for 1969-70. In-service objectives should be directly related to the overall student objectives of the ESEA Title I program.

That is, if student objectives are to raise test scores of students in arithmetic and reading, then the in-service objectives should be to train teachers in instructional methods that directly produce a rise in achievement test scores. This means training teachers to use procedures that diagnose pupil reading and arithmetic difficulties, and prescribe and institute the necessary remediation. Therefore, the following organizational procedures are necessary:

Identification of teacher in-service needs that are directly related to pupil instructional needs

Determination of specific teacher-behavioral objectives

Designation of appropriate personnel to receive the in-service effort

Development of specific activities to fit the objectives and the personnel

Measurement of the attainment of the teacher-behavioral objectives

Teacher Aides. In-service training for teacher aides was provided on a continuous basis at the individual schools by the ESEA staff of guiding teachers and school staff development specialists. More structured in-service training for teacher aides was provided in a series of three lecture-discussions in the fall and again in the spring.

Teacher aides working at ESEA schools were selected on the basis of one per school to attend three training sessions. Each aide who attended the in-service sessions was paid. A total of 75 teacher aides and other volunteers attended the January series. The training was sponsored by the San Francisco Education Auxiliary, the Adult and Vocational Division of the San Francisco Unified School District, and the Volunteer Bureau. The numbers of ESEA teacher aides that attended the January meeting were:

SUMMARY OF JANUARY IN-SERVICE TRAINING

Number of Teacher Aides Trained	Number of Schools	Level of Schools
9	9	Elementary
4	4	Jr. High
3	3	Sr. High
8	8	Non-Public
Total 24	24	

During January, 1969, Dr. Eugene McCreary, Supervisor of Teacher Education at the University of California and director of the aide in-service training, presented three lecture discussions:

Learning Problems: Their Sources

Helping Children Learn: Individual and Group Approaches

Helping Children Read

Purposes of in-service training sessions were to help aides develop a deeper understanding of the community's youth and understand young people in school groups. An excellent guide was distributed to each aide to assist with tutoring in reading. By an in-depth study of learning problems, their sources and backgrounds, the aides developed a better understanding of the varying cultural and ethnic groups of children. The teacher aides were briefly exposed to practical theories of learning and psychology of individual and group behavior, and were given a deeper understanding of how pupils learn to work successfully in cooperative classroom activities. He explained that many children who have difficulty learning have a long backlog of failure so they expect to fail.

"They need to build up a backlog of success and start feeling good about themselves. People grow in ability by success. My approach is positive. I don't believe a child is dumb, I believe he can learn," McCreary said. "Teacher aides can give these children that extra push they need to learn and to feel a sense of personal worth."

During April, 1969, training sessions similar to those of January were held. Attendance at these sessions, as in January, counted as work performed and aides were paid for time spent in the in-service sessions. At the April meetings training sessions were devoted to general practices and principles of being a teacher aide.

SUMMARY OF APRIL IN-SERVICE TRAINING

Date of Training	Number of Teacher Aides Trained	Number of Schools	Level of Schools
April 10	23	5	Elementary
	10	2	Jr. High
	1	2	Sr. High
	9	7	Non-public
April 14	48	4	Elementary
	14	3	Jr. High
	11	1	Sr. High
	13	3	Non-public
Totals	129	26	

In all nine Intensive Service Elementary Schools, teacher aides were assigned to the kindergarten teachers. On April 29, 1969, in-service training was given to kindergarten teachers which dealt with the use of teacher aide services at that level. Substitute teachers were provided for the morning of April 29, at each intensive service school, in order to release the kindergarten teachers to attend the workshop session. The kindergarten teachers chosen were those who had worked with teacher aides. Guidelines for the effective use of aides were discussed, participants shared experiences in working with aides, and several teacher aides who attended the workshop described work they had done.

CHAPTER 7

INTENSIVE SERVICES
SUMMER READING PROGRAM

Description. The ESEA Intensive Services Summer Reading Program of 1969 was planned to provide continuing instruction in language arts, especially reading, to strengthen both the reading skills and reading interests of the students presently enrolled in the compensatory education program. The evaluation report on the ESEA program for 1967-1968, submitted by Stanford Research Institute, had suggested in part:

> ". . .a long-term program of low intensity extending over the entire year may be more effective than a long-term program of high intensity for nine months that is followed by a three-month period of zero intensity."

In addition to these findings, a Division of Research study on the effect of summer vacation on reading achievement of ESEA target area pupils concluded:

> "Summer school enrollment (although the evidence is fragile) holds promise of improving the reading achievement of such pupils relative to grade level, as well as in relation to a pre-summer status."

These recommendations were the basis for the ESEA Summer Reading Programs in 1968 and 1969. In 1968 the Summer Reading Program was conducted in five elementary schools, one junior high school and two senior high schools, with a total enrollment of 575 students. The 1969 ESEA Summer Reading Program differed in that greater emphasis was placed on the elementary level of instruction.

The 1969 ESEA Summer Reading Program was planned to provide maximum flexibility of operation so that a variety of innovative approaches could be applied to the challenge of raising the reading achievement and motivational levels of the participants. The major focus of the program was instruction in reading, while the aim of the program was to strengthen reading skills and reading interests of the pupils so that their reading performance would not regress during the summer.

The Summer Reading Program was conducted in five elementary schools of the San Francisco Unified School District: Bessie Carmichael, Burnett, Commdore Stockton, Hawthorne and John Muir.

One of the major features of the program was the use of high school students from the target areas as aides to teachers and pupils in the program. Adult aides from the target area were also utilized. Pupils in the classes had the opportunity of receiving individual assistance from the aides and of identifying with someone who knew the total environment in which the pupils lived. The aides were paid for doing a job that demanded effort, responsibility, and the development of greater competence on their part.

The general framework of the program was as follows:

Each teacher served approximately 24 pupils each day

Each teacher had up to eight student aides for three hours a day, on the basis of one aide for each three students.

There were from two to six teachers assigned to each school having the program, a total of 21 ESEA reading teachers.

Teachers that worked in the program were paid the regular summer school salary and worked the summer school calendar of six weeks, from June 23, 1969 to August 1, 1969.

The school-day instructional time was from 8:25 a.m. to 12:45 p.m. Time available in the afternoon was spent in working with aides, in-service education, preparation of materials, or conferences with supportive personnel.

The schools in which the program was located are in the target area.

Supportive services and personnel such as community teacher, media specialist, resource teachers, and video-tape recording teachers were also available during the summer program.

The entire program was under the direction of the Office of Compensatory Education, through a specially appointed coordinator who served as head teacher.

Objectives. The objectives of the ESEA Summer Reading Program were:

To prevent summer regression in reading performance

To improve the verbal functioning of pupils

To increase the pupil's expectation of school success

To improve the pupil's self-image

To improve performance as measured by standardized achievement tests

To improve the holding power of schools

Selection of Pupils. The pupils who attended the ESEA Summer Reading program had been previously enrolled in the regular compensatory reading classes at their home schools during the 1968-1969 school year, or would be so enrolled during the Fall semester, 1969. Necessary criteria that had been established for identifying and enrolling students in ESEA compensatory education were in effect for the 1969 Summer Reading Program. Parents were notified of the program and were encouraged to enroll their children.

Characteristics of pupils in compensatory classes are: short attention span, classroom performance below grade level in reading, poor performance on standardized tests, low levels in verbal and non-verbal functioning, experiences of school failure, and low occupational and educational aspiration.

Several elementary schools, including target area non-public schools, served as feeder schools for the schools selected for the summer program. For example, students in compensatory classes at Hunters Point I and II, Jedediah Smith, Burnett, Bayview, Sir Francis Drake, Bret Harte, Fremont, and All Hallows Schools were informed of the program at Burnett School and directed to it.

PARTICIPANTS IN ESEA SUMMER READING PROGRAM - 1969

	During Regular School Year		
ESEA Elementary Summer School	Enrolled in Public Schools	Enrolled in Non-Public Schools	Total
Bessie Carmichael	65	16	81
Burnett	83	6	89
Commodore Stockton	141	1	142
Hawthorne	75	32	107
John Muir	45	4	49
Totals	409	59	468

Attendance. The length of the summer reading program was 29 days. For 81 per cent of the pupils who had attendance figures available, the average number of days the pupils attended was 28. The average attendance was relatively high.

Selection of Teacher Aides. Most of the 138 teacher aides selected to work in the program were recruited from high school students who resided in the target areas of the city. Each aide worked three hours a day, five days a week. The criteria for selection of aides to work in the ESEA Summer Read-Program were:

A good attendance record

Satisfactory attitude

Eagerness to work with younger students

Residence in one of the target areas

High-ten grade level, or above

The priority for selection of aides was given to those applicants who:

Were then enrolled in the compensatory education program and showed success in that program

Had been in compensatory classes, successfully completed the work, and moved into the regular school program

Evaluation Strategy. The evaluation of the Summer Reading Program is reported in the following:

7.1 Questionnaires to Teachers, Parents and Aides

7.2 Field Trips

7.3 Auxiliary Services

7.4 Class Size

7.5 Test Results

7.6 Innovative Teaching Techniques

7.1 QUESTIONNAIRES

Results of Teacher Aide Questionnaire. (N=117) Teacher aides responded to the question, "What duties do you have as a teacher aide?" as follows:

Response	Number of Responses	Rank Order
Teaching vocabulary and helping pupils with reading and writing	86	1
Tutoring and providing individual help	40	2
Supervising special projects & events	33	3
Assisting the teacher with teaching reading, preparing materials, or helping with art work	23	4

Question Two asked the aides, "What do you like best about being a teacher aide?"

Response	Number of Responses	Rank Order
Working with individual children on a one-to-one basis	44	1
Helping pupils with their schoolwork	37	2
Getting to know the children and gaining rapport	30	3
Helping the teachers supervise field trips	19	4

The third question, "What kind of training did you receive as a teacher aide?" was answered:

Response	Number of Responses	Rank Order
Training in the operation of A.V. equipment and language labs, duplicator machines and tape recorders	27	1
Development of patience, understanding and optimism	17	2
How to teach and being able to convey what we (the aides) knew to the compensatory pupils	12	3
Gaining experience with pupils	11	4

In summary, the teacher aides indicated the most effective on-site training of aides included:

The example of the classroom teacher

An evaluation period to discuss pupil attitudes and purposes for which aides were needed in schools

Discussions and evaluation of what had been done and what was planned for future lessons

Suggestions and answers to questions often came from the aides themselves through the exchange of ideas. Some of the teacher aides realized the need for improvement of their own spelling, handwriting and grammar as a result of participation in the Summer Reading Program.

Teacher Reaction to Aides. (N=21) Teacher responses to the open-ended question, "What were the three most successful functions of the teacher aides in your program?" are listed in rank order:

Response	Number of Responses	Rank Order
Routine typing, correcting papers, keeping records, and preparing things for classroom use	17	1
Individual tutoring and instruction on a one-to-one basis	12	2
Working with pupils in small groups with reading and writing cooperative stories	9	3
Assisting with supervision of pupils on field trips and excursions	8	4

The teachers ranked preparation of materials and individualized instruction of pupils far above anything else. Some of their comments about aides and the effects of aides are found below.

> "I highly recommend my aides and the amount of work that was accomplished with their assistance."

> "My aides were intuitive enough to realize when the pupils were becoming restless, and they had other projects and activities ready to go. The growth of the aides was beautiful. They entered into the spirit of the thing. Because of their enthusiasm pupils sometimes stayed at a task for up to two periods and then wanted more."

> "The aides were useful in this program, since most of the morning was devoted to small-group work. They established good rapport with the pupils and were willing to take suggestions from me."

> ". . . . . is a Spanish-speaking child. With the help of the teacher aides he has begun to participate in class activities and discussions as well as story writing. He enjoys reading what he has written to the class."

> ". . . . . with the help of the teacher aides he has shown much interest in his writing and reading."

> "Certain teacher aides were a great help in getting her to verbalize and work in group discussions."

> "He read too fast and consequently substituted or added words. He listened and comprehended well. The Peabody-Miami Linguistic Reader was used. He needed lots of attention, consequently the one-to-one relationship through the use of teacher aides was great."

Teachers suggested that aides receive prior in-service training, to include preparation of dittoed materials, operation of audio-visual equipment such as film projectors and/or language laboratory materials, and guidelines for working with children.

Teacher Questionnaire Results from Student Information Sheets. Teachers replied to the question, "In your judgment has this student's reading ability improved during the Summer Reading Program?"

Reply	Number	Per Cent
A Great Deal	56	12.2%
Somewhat Improved	296	64.8
Not at All	51	11.2
No Reply	54	11.8
Totals	457	100.0%

Teachers reported the pupils' gains in language-arts skills and self-confidence in the following comments:

> "Her good attendance and participation were reflected in gains in all language-arts skills. She enjoyed independent scientific investigating, painting and dictating stories of all kinds."
>
> "He had very good attendance and participation. Child made great strides in self-confidence and in his ability in all language-arts skills. His art works and dictated stories about them and about field trip photos and experiences were very good. His reading ability improved, although he is still far behind."
>
> "He had good attendance and participation. Gains were made in all language-arts skills and also in self-confidence. He did independent scientific investigating and some very nice art work, both of which led to verbalizing and reading."
>
> "She overcame some of her reticence. At first she was afraid even to attempt the drawing of a picture for fear it wouldn't be right. However, her paintings and the stories she dictated above them were very immature. Her reading skills are much superior to her communication skills."
>
> "His reading has improved and he now recognizes many more sight words. He was a most enthusiastic student and evidently enjoyed the individual attention that he received."
>
> "Since last summer Juan has made great strides!"
>
> "He is an enthusiastic student, but is too much in a hurry to finish his work. During the summer he read 15 books on his own at home."
>
> "He has improved in his reading ability and interest. He is now reading books on his own while he was almost a non-reader before. He has learned many new words, but still needs help with basic sight vocabulary and consonant and vowel sounds.

Parent Reactions to the ESEA Summer Reading Program. Questionnaires in English and Spanish were distributed to the parents of pupils enrolled in the Summer Reading Program, containing ten questions about their reactions. The responses to questions one through four are shown below. The figures are based on the questionnaires returned from parents who indicated that one or more of their children attended the Summer Reading Program. Returned questionnaires numbered 244.

Questions	Very Much	A Little	Not At All	No Reply
"Does your child like the Summer Reading Program?"	182	59	1	2
"Does your child tell you about Summer School?"	125	101	18	0
"Has your child's reading improved this summer?"	105	129	7	3
"Does your child read more at home this summer?"	83	118	43	0

Parents' responses gave evidence that almost all the pupils who participated in the ESEA Summer Reading Program enjoyed it. A total of 226 parents stated that their children spoke about the Summer Reading Program with them. This indicated pupil interest in the reading activities carried on during the summer.

The majority of parents, 234 out of 244, felt that their children improved in reading during the summer. Reflecting the added pupil motivation in reading, 201 parents indicated that their children read more at home than they did previously.

The responses to questions five through eight are shown below. (N = 244)

Questions	Yes	No	No Reply
"Has your child benefited from the Summer Reading Program?	219	12	13
"Has your child made new friends this summer?"	230	14	0
"Would you send your child to the Summer Reading Program next summer?"	215	22	7
"Did you visit the school this summer?"	45	179	20

Responses from parents indicated that most felt their children benefited from the Summer Reading Program, had made new friends, and planned to attend future Summer Reading Programs.

The last question on the Parent Questionnaire asked: "How do you think the ESEA Summer Reading Program has helped your child?" Parents answered as tabulated below.

Response	Number
Very helpful in teaching children to read, write, speak and pronounce words correctly	169
Somewhat helpful	21
Not particulary helpful	7
No answer	47

In summary, a total of 190 parents found the Summer Reading Program to be either very helpful or helpful to a degree, for their children. A total of 47 parents did not respond to the last question when they returned the questionnaire and seven parents felt that the ESEA Summer Reading Program was not particularly helpful.

Parents were asked to make additional comments or suggestions if they wished. A few of the pertinent comments and suggestions were:

> "I would suggest that the Summer Reading Program be expanded and consideration be given to mathematics in future planning.
>
> "I hope this program continues. It seems to help the children because of the small class size and individual assistance."
>
> "The Summer Reading Program is great to help children who may be slow in reading. It is a job well done."

7.2 FIELD TRIPS

A number of field trips were taken by the pupils and their teachers during the Summer Reading Program.

The field trips served four basic purposes:

1. As a motivational tool
2. As subject material for the pupils to write about their experiences
3. As an introduction to a new unit of study
4. As a culmination of a lesson that had been taught in class

Besides the bus trips there were many walking excursions within the immediate school neighborhood which also served as subject matter for written expression.

The following is a partial list of field trips taken during the Summer Reading Program:

- Aquatic Park
- Baker's Beach
- B.A.R.T. Construction
- Bell Brand Potato Chip Factory
- Cable Car Ride
- Chabot Planetarium
- Coca-Cola Factory
- City Hall
- F.B.I. Offices
- Firehouse
- Fisherman's Wharf
- Foremost Dairies
- Fort Cronkhite Beach
- Fort Funston Beach
- Fortune Cookie Factory
- Golden Gate Park
- Japanese Tea Garden
- Junior Museum
- Knowland Park Zoo
- La Palma Tortilla Factory
- Main Library
- Marine World
- Mission Park
- Morrison Planetarium
- Moss Beach
- Muir Woods
- Ocean Beach
- Pacific Telephone
- Pescadero Beach
- Pet Shop
- San Francisco Airport
- San Francisco Museum
- San Francisco Zoo
- South San Francisco Opera House
- S.P.C.A.
- Steinhart Aquarium
- Stock Exchange
- Stonestown (Animal Zoo)
- Stonestown (Indian Dance)
- Walking Trips Through Chinatown
- Wax Museum
- Wells Fargo Bank

7.3 AUXILIARY SERVICES

The supportive personnel available to the reading teachers included two resource teachers, one media specialist, one community teacher, and two videotape recording specialists.

The services of the resource teachers that were rated as especially helpful to teachers included:

Devised study programs when the teacher requested help

Re-directed teacher efforts to carry out language experience goals by introducing new materials and methods

Helped with aide training by in-service and pre-service meetings for summer staff

Ordered special supplies for most teachers on the staff

Completed and tabulated monthly attendance registers

Conferred with librarian about books available; devised checking-out procedures, hours of availability and collecting procedures for books

Loaned materials from the compensatory office, checked out films, and took photographs

Assisted in ten field trips to:

- Aquarium
- Arboretum
- Chinatown
- Fisherman's Wharf
- Fort Funston
- Golden Gateway
- Legion of Honor
- Moss Beach
- Municipal Pier
- San Francisco Beach

Innovative Training of Teacher Aides. The video tape-recording specialists worked at each of the five ESEA Summer Reading Program elementary schools. They taped a number of sessions of teachers and teacher-aides actually working with the pupils in various roles.

Such video-tape recordings constituted part of pre-service and in-service activities in fall, 1969, for teachers and aides. A two-day pre-session training for aides and teachers utilizing aides is planned before aides are used in the classroom.

Community Teachers. The services of the community teacher rated most helpful by reading teachers included:

Parent Contacts

Informed parents of opportunities for their children to attend the Summer Reading Program

Aided with minor behavior problems requiring phone conversations and home visits

Arranged parent-teacher conferences

Checked on students' attendance

Teacher Contacts

Checked daily to determine the supply, material, and equipment needs of teachers

Advised and encouraged teachers in the use of aides

Clarified Summer Reading Program procedures

Acted as liaison between head teacher and schools

Teacher-Aide Contacts

Encouraged aides with their duties

Counseled aides and clarified organizational policies

7.4 CLASS SIZE

Since the size of the instructional groups varied during the day because of the service of teacher aides, the student's typical day may be analyzed in terms of size of groups and time spent in each. The effect of teacher aides on the size of the instructional groups is shown in the following chart.

ANALYSIS OF A STUDENT DAY IN VARYING-SIZED INSTRUCTIONAL GROUPS

Number of Pupils in Group		Average No. of Minutes per Day Spent in Group
1		13
2-5		75
6-10		23
11-20		29
21-24		20
	Total in Minutes	160

Table

7.5 TEST RESULTS

One objective of the Summer Reading Program was to prevent regression in reading performance during the vacation. This objective arose from an earlier observation that many disadvantaged pupils experienced reading loss during the summer.

7.5.1 The 79 pupils in grades H2 and H3 were pre-tested in May, 1969 and post-tested in July, 1969. First and third quartile scores showed no reading loss or regression at those levels. Median scores dropped two months on word meaning and one month on paragraph meaning.

Pupils pre-tested in grades H4 and H5 in May, 1969 and post-tested in July, 1969 during the Summer Reading Program improved their reading achievement relative to grade level, as well as in relation to their pre-summer status. The median word meaning grade placement registered gains of 0.5 of a year, paragraph meaning showed gains of 0.3 of a year, with total reading gaining 0.4 of a year. This group of 86 pupils exceeded the expected gain of 0.3 of a year, for the three-month period from early May to late July.

The 14 pupils in grade H6 were pre-tested in May, 1969 and post-tested in July, 1969. The median word meaning grade placement registered gains of 0.3 of a year while paragraph meaning showed a loss of 0.2 of a year. This group tended to maintain its previous reading achievement levels at the 75th %ile, but dropped slightly at the median and 25th %ile.

7.5.2 A sample of nine of the senior high school students who served as aides showed that their gains of 2.8 years in vocabulary and 0.7 years in comprehension were indirect benefits, since these students were not enrolled in the reading program, but were working to help other students.

*Expected gain (0.3 years) is based on six weeks of Summer Reading Program and six weeks of class participation between tests.

Teaching Techniques in the Elementary Summer Reading Classes. One of the ESEA Summer Reading Program teachers described the reading program in her class as follows:

> "Each child worked on a team of three or four pupils to one aide. They were encouraged to verbalize and had an adult participating. Team spirit was developed. The children actively participated because everyone was included in an
>
> "We spent two weeks on studies of city streets, city playgrounds and the Apollo 11 moon shot. Work included neighborhood walks for first-hand study to provide group and individual experiences, to develop concepts, to verbalize concepts, to write and then read observations, to tape and then to help develop listening skills and work on comprehension. Large illustrations were used to encourage verbalization and writing, recall and perception skills.
>
> "Simultaneously we developed mini-units of one week each on elements of design and incorporated this into the studies above. For this we took two field trips to 1) Fort Cronkhite Beach to collect pebbles for use in mosaics for the re-inforcement of lessons on texture, pattern, form and color, and to 2) Baker's Beach for sand casting to re-inforce lessons in design elements. Many stories were developed, read, and taped.
>
> "Our strongest work was based on the Apollo 11 studies. All work was 'exploited' through various art media.
>
> "Library and trade books enriched and aided all our work."

Another ESEA Summer Reading Program teacher described her class as follows:

> "Our best features included: 1) small group intensive instruction, 2) field trips, and 3) construction of models.
>
> "Our central theme was transportation. I tried to provide a great variety of experiences for the children, such as field trips, guest speakers, films and filmstrips, building scale models, and art projects. These were the basis for our reading and writing program.
>
> "Students worked in small groups with their aides. Grouping was based on reading level, with the better readers in slightly larger groups. I instructed the aides in different reading methods and assisted them.
>
> "Extensive use was made of flash cards, word games, dictionary skills, rhyming words, phonics, comprehension and spelling tests (devised by the aides), language experience charts and tape recordings. We also followed closely the flight of Apollo 11 and all the other 'transportation news' (e.g. Bay Area Rapid Transit). I brought to class reading books from four different libraries, mostly connected with our theme. The most popular sets turned out to be two folk-tale series: Anansi, the Spider Man and the Dolch Stories from India series. Quite a few

> students completed both sets (a total of about eleven books) by reading them at home. Another book, Jets and Rockets, proved popular because the children could present the experiments it described to their classmates. Students were encouraged to take books home to read.
>
> "Teacher's aides were useful in this program, since most of the morning was devoted to small-group work. They established good rapport with the children and were very willing to take suggestions. The aides were responsible for assisting on field trips, preparing tapes, dittos and charts, designing bulletin boards, and maintaining the room."

Innovation and experimentation led concerned Summer Reading Program teachers to meaningful intellectual exploration that showed beneficial results in reading improvement. It is difficult to determine just which methods, materials and visual media should be utilized in all learning situations.

Admittedly, not all of these techniques are innovative, for many evaluations and studies have detailed the varying applications of such techniques. However, the enumeration of these approaches has given valuable guidelines to the new teacher, if not to the experienced one.

TABLE 7.5.1: EFFECT OF SUMMER READING PROGRAM UPON READING TEST SCORES OF PUPILS

Pupils tested in H2, H3 (May, 1969) and in (July, 1969) Summer Reading Program

Stanford Reading, Primary II, Form W (H2), Form X (H3), (May, 1969); and Primary II, Form X in July, 1969, Summer Reading Program

N=79	Word Meaning GP	Paragraph Meaning GP	Total Reading GP
Pre-test: May, 1969			
75th %ile	2.7	2.6	2.6
50th %ile	2.3	2.1	2.2
25th %ile	1.8	1.7	1.8
Retest: July, 1969			
75th %ile	2.7	2.6	2.6
50th %ile	2.1	2.0	2.0
25th %ile	1.8	1.7	1.8
Differences			
75th %ile	0.0	0.0	0.0
50th %ile	-0.2	-0.1	-0.2
25th %ile	0.0	0.0	0.0

Pupils tested in H4, H5 (May, 1969) and in (July, 1969) Summer Reading Reading Program

Stanford Reading, Intermediate I, Form X (H4, H5); and Intermediate I, Form X in July, 1969 Summer Reading Program

N=86	Word Meaning GP	Paragraph Meaning GP	Total Reading GP
Pre-Test: May, 1969			
75th %ile	3.5	3.8	3.6
50th %ile	3.1	3.3	3.2
25th %ile	2.9	2.7	2.9
Retest: July, 1969			
75th %ile	3.8	4.2	4.0
50th %ile	3.6	3.6	3.6
25th %ile	3.1	3.1	3.2
Differences			
75th %ile	+0.3	+0.4	+0.4
50th %ile	+0.5	+0.3	+0.4
25th %ile	+0.2	+0.4	+0.3

TABLE 7.5.1 (cont'd)

Pupils tested in Grade H6 (May, 1969) and in (July, 1969) Summer Reading Program

Stanford Reading, Intermediate II, Form Y; and Intermediate II, Form Y in July, 1969, Summer Reading Program

N=14	Word Meaning GP	Paragraph Meaning GP	Total Reading GP
Pre-test: May, 1969			
75th %ile	5.4	4.8	5.0
50th %ile	3.9	4.4	4.4
25th %ile	3.2	4.1	3.7
Retest: July, 1969			
75th %ile	5.6	5.0	5.0
50th %ile	4.2	4.2	4.2
25th %ile	3.2	3.4	3.5
Differences			
75th %ile	+0.2	+0.2	0.0
50th %ile	+0.3	-0.2	-0.2
25th %ile	0.0	-0.7	-0.2

TABLE 7.5.2:EFFECT OF SUMMER READING PROGRAM UPON READING TEST SCORE MEDIANS OF TEACHER AIDES

Sample of Senior High School Aides tested in May and July,
Gates-MacGinitie Reading Test, Level E, Form 1M (May)
Level E, Form 2M (July)

N=9	Vocabulary GP	Comprehension GP
Test: Median	4.9	5.8
Retest: Median	7.7	6.5
Difference	+2.8	+0.7